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ABSTRACT

A study examined the perceptions of present and former high school students enrolled in vocational homemaking education courses in Texas concerning the usefulness of consumer education concepts developed in the homemaking education program. Using a project-developed survey instrument, researchers collected data from 490 current and 416 randomly selected former students enrolled in vocational homemaking courses. Both the current and former students perceived the consumer education concepts in child development as the most useful. Comparison of the mean scores of former and current students shows that the former students perceive the consumer education concepts in consumer education, home management, housing and home furnishings, food and nutrition, and clothing and textiles to be significantly more useful than did the current students. Included among the background variables found to influence the respondents' perceptions of the usefulness of consumer education concepts were school enrollment status, community size, and number of homemaking courses taken. Based on these findings, recommendations were made calling for development of additional strategies to motivate students to study concepts such as consumer cooperatives, the consumer price index, credit abuse, consumer legislation, consumer complaints, and international trade. (MN)

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Gloria E. Durr

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CONSUMER EDUCATION IN VOCATIONAL HOMEMAKING EDUCATION

IN TEXAS

Table of Contents

I. Chapter 1 - Introduction
   A. Overview
      1. Definition of Consumer Education
      2. Goals and Objectives of Consumer Education
      3. History of Consumer Education (1970 to present)
   B. Need for the Study
   C. Objectives of the Study
   D. Research Questions

II. Chapter 2 - Review of Literature
   A. Present and Future Perspectives of Consumer Education
   B. Related Studies

III. Methods and Procedures for the Study
   A. Selection and Role of Advisory Council
   B. Selection and Role of Project Facilitators
   C. Sample for the Study
   D. Collection of Data
   E. Procedures for Administering Rating Scale Questionnaire
   F. Treatment of Data

IV. Results of the Study
   A. Profile of the Respondents
   B. Analysis of Data

V. Conclusions, Implications, and Summary
   A. Findings and Implications for teaching Consumer Education
   B. Summary

References

Supplementary Bibliography

Appendices
   A. Advisory Council
   B. Project Facilitators
   C. Participating Teachers
   D. Rating Scale Questionnaire

LIST OF TABLES

Table 1	Profile of Respondents
Table 2	Comparison of Current and Former Students' Perception of Consumer Education Concepts in Subject Areas
Table 3	Comparison of Former Students' (1975-1979) and Former Students' (1969-1974) Perceptions of the Usefulness of Consumer Education Concepts in Subject Areas
Table 4	Rank Order of Student Perceptions of Usefulness by Subject Areas
Table 5	Mean Ratings of Consumer Education Concepts in the Specialized Course in Consumer Education
Table 6	Perceptions of Usefulness of Consumer Education Concepts in the Specialized Course in Consumer Education by Background Variables
Table 7	Perceptions of Usefulness of Consumer Education Concepts in Home Management by Background Variables
Table 8	Perceptions of Usefulness of Consumer Education Concepts in Family Living by Background Variables
Table 9	Perceptions of Usefulness of Consumer Education Concepts in Housing and Home Furnishings by Background Variables
Table 10	Perceptions of Usefulness of Consumer Education Concepts in Food and Nutrition by Background Variables
Table 11	Perceptions of Usefulness of Consumer Education Concepts in Clothing and Textiles by Background Variables
Table 12	Perceptions of Usefulness of Consumer Education Concepts in Child Development by Background Variables

CHAPTER I

INTRODUCTION

Vocational Education Legislation of 1968, PL-90-576, renamed Vocational Homemaking Education as "Consumer and Homemaking Education". Consumer Education in Vocational Homemaking Education continued to be such a priority that PL-94-482, the 1976 Vocational Education Amendments, retained the name Consumer and Homemaking Education and mandated that Consumer Education be emphasized.

Consumer Education in Vocational Homemaking Education in Texas was designed to determine present and former students' perceptions of the usefulness of Consumer Education concepts developed in the Vocational Homemaking Education program. The study provided a basis for the improvement of Consumer Education in the secondary curriculum.

Overview

General background information is essential for interpreting the results of the study. An overview of Consumer Education, the rationale for the study, the objectives of the study and research questions to be addressed are included in this part of the report.

Definitions. Consumer Education is a broad term with multiple connotations. Although educators tend to disagree on a single definition for Consumer Education, there is agreement that Consumer Education is essential for one to be a competent consumer.

Consumer Education is defined by the U.S. Office of Consumers' Education as: "the preparation of the individual in the skills, concepts and understandings that are required for everyday living to achieve, within the framework of his own values, maximum satisfaction and utlization of his resources." In the Request for Proposals, 1980, from that same office, Consumer Education is defined as a process and is presented as follows:

> "Consumers' Education" means the process by which consumers: (1) develop skills to make informed decisions in the purchase of goods and services in light of personal values, maximum utilization of resources, available alternative ecological considerations, and changing economic conditions; (2) become knowledgeable about the laws, rights, and methods of recourse in order to participate effectively and self-confidently in the marketplace and take appropriate action to seek consumer redress; and (3) to develop an understanding of the consumer-citizen role in the economic, social, and governmental systems and how to influence those systems to make them responsive to consumer needs. (U.S. Office of Consumers' Education, 1980, p. C13)

In the Consumer Education Curriculum Modules: A Spiral Process Approach, the term Consumer Education is defined as:

> The process for gaining satisfaction through the considered use of personal and environmental resources. It promotes the development of a system for handling the continuous flow of consumer information while building consumer skills, principles, and understandings. At the same time it assists the individual in his translation of past experiences into generalizations for future application. Its worth must be measured in terms of its contribution to the improved well-being of present and future generations. (Murphy, 1975, p. 3)

The reader will note that environmental resources are a basic component of the definition given in the modules. The curriculum materials were the result of a project funded by the Office of Health, Education and Welfare and illustrate still another version of the concept of Consumer Education.

In a federally funded project sponsored by the Office of Consumers' Education, as reported in The Educated Consumer: An Analysis of Curriculum Needs in Consumer Education, Consumer Education has been defined as:

> An area of study which equips individuals and groups with the knowledge and skills to make effective choices and take action regarding the use and conservation of available resources in the public and private sectors, consistent with individual values and societal needs. (Wilcox, 1979, p. 5)

An important concept in this definition, in addition to those already identified, includes the conservation aspects.

In a doctoral dissertation entitled, National Priorities for Federal Funding of Consumer Education, Bennett states:

> Numerous definitions have been written for consumer education which include approaches that are disciplinary, functional, and topical. Each one has unique and necessary qualities, but no one definition captures the full scope. The acceptance of a particular definition by those involved in consumer education will be determined by the problems of the consumer at a given time. (Bennett, 1978, p. 17)

In her dissertation, published in 1978, Bennett gives examples of each of the three approaches.

Consumer Education is differentiated from consumer information in the American Home Economics Association publication, A Guide for Evaluating Consumer Education Programs and Materials, by Lucht who stated that:

> Consumer information is a mere fact which changes as new products are marked and as improvements are made; whereas, consumer education involves understandings and the application and evaluation of knowledge. (Lucht, Ed., 1972, p. 3)

She suggests that Consumer Education curriculum be geared toward teaching students how to utilize knowledge and information, rather than basing curriculum on consumer information.

Goals and Objectives. The goals and objectives of Consumer

Education are as varied as the definitions for Consumer Education. Often, the goals and objectives seem to be dependent upon the area of speciality and to reflect the academic background and personal experience of the educator. A commonality exists, however, in the midst of diversity relative to goals and objectives for Consumer Education. Educators are in agreement that the ultimate objective of Consumer Education is to prepare consumers that are competent.

The Office of Consumers' Education has sponsored a federally funded project to look at changing goals and purposes in consumer education. In the report entitled, The Educated Consumer: An Analysis of Curriculum Needs in Consumer Education, the role of Consumer Education was described as follows:

> The objectives of consumer education aimed at meeting current and future demands of individual consumers include teaching consumers: to cope and to evaluate choices before purchasing; to understand basic economics and individual decisions in a societal context; to question, to analyze and to ask for redress; to conserve resources; to participate in governmental and business decisions; and to influence improvements in the private and public sectors by developing alternative production and delivery systems. (Wilcox, 1979, p. 46-49)

The 1979 report stressed the need of changing consumers from a coping role to a role of participating and influencing the marketplace environment.

Ralph Nadar (Nadar, 1975) lists and describes basic objectives which he considers should be included in any consumer course. These objectives are summarized below:

The student should:

- Learn how to distinguish between their own needs and wants.
- Understand the internal influences that affect their consumer behavior.

- Learn to manage their own finances and understand the various types of expenses for which they must budget.
- Be made aware of the alternatives open to them in the marketplace.
- Know how to get information before they purchase goods and services and they should learn to discriminate among the various sources of information.
- Learn how to shop wisely, comparing prices, quality, services offered, and the environmental effects of their purchases.
- Become aware of the various avenues of consumer complaint redress.
- Gain an understanding of lobbying and other influences that ultimately contribute to the drafting and passage of laws.
- Have a general knowledge of our legal system and understand ways in which they can activate or improve the laws that affect individuals' rights.
- Have a chance to explore some of the controversies in the consumer field, to analyze these problems, and then to make their own decisions based on thoughful research and critical inquiry.

Nadar's objectives are much more specific than most of the other objectives found in the literature on Consumer Education. The reader will notice that his objectives suggest specific areas of study.

Warmke, professor of economics, outlined Consumer Education objectives for the purpose of promoting curriculum change. His objectives include the following:

1. To provide an understanding of the roles an individual performs as a worker, a consumer, and as a citizen-voter;

2. To provide an understanding of the money-management skills of spending, borrowing, saving, and investing;

3. To provide an understanding of the relationship that exists among the major components of the economy--namely, consumers, producers, government, and foreign trade; and

4. To provide an understnading of the interrelationship between economic analysis and the problems of the society--for example, the energy crisis, inflation, poverty, environmental concerns, crime, international trade, taxation, racism, big business, and big labor. (Warmke, 1974)

Warmke's objectives are broad in scope and differ from the others cited in this report. The major differences seems to be in the area of relating economics analysis and problems of society to Consumer Education.

There are many similarities in the goals and objectives listed by most educators and professionals in the area of Consumer Education. Most agree that one of the major goals of Consumer Education is to teach people their responsibilities as consumers, as well as their rights. Another major area of agreement is that decision-making and problem-solving should be emphasized in Consumer Education. These two objectives are usually stated in some form in most of the objectives written. Other goals and objectives seem to vary from person to person depending on their area of expertise.

History of Consumer Education. The beginning of the current consumer movement began in the sixties. In 1968, the Vocational Education Act (PL-90-576) was passed and Vocational Homemaking Education was renamed Consumer and Homemaking Education. This was intended to put an emphasis on Consumer Education within the homemaking curriculum.

The Education Amendments of 1972 (PL-92-318) authorized funds for projects, curriculum development, and dissemination of consumer education information. The 1974 Education Amendments (PL-93-380) established the Office of Consumers' Education within the Office of Education (DHEW). The major purpose of the 1972 and 1974 Amendments was to provide education inside and outside the schools for the purpose of promoting consumer satisfaction, self protection, and competence in the marketplace. The 1974 Special Projects Act appropriated funds to the Office of Consumers' Education for research in Consumer Education. This Act gave special direction to the Office of Consumers' Education to carry out special projects, such as "1) experimentation with new educational and administrative methods, techniques and practices; 2) to meet special or unique educational needs or problems; and 3) to place special emphasis on national education priorities." (DHEW/OE-Office of Consumer's Education, 1976, p. i) The 1976 Amendments to Vocational Education (PL-94-482) retained the name Consumer and Homemaking Education and mandated that consumer education continue to be a priority.

The Texas Legislature has taken an active interest in Consumer Education in recent years. In 1978, during the 65th Session of the Texas Legislature, the Senate Subcommittee on Consumer Affairs investigated the current status of Consumer Education in Texas. A public hearing was held on August 31, 1978. The subcommittee summarized the hearing with the following major points:

> First, a large segment of the Texas population is presently unable to make effective consumer choices because they lack the necessary knowledge and skills.

> Secondly, current consumer education efforts are few and far between with most being heavily financed and promoted by major business interests which inherently lack objectivity.
>
> Finally, efforts by this subcommittee and the Legislature as a whole to produce legislation protecting consumers cannot and will not be effective without supplemental state efforts to educate consumers in Texas. (Clower, 1978, p. 1)

The 66th Legislature reinforced their commitment to Consumer Education by adopting Senate Resolution 677, which directed the Coordinating Board of the Texas College and University System to assist the State colleges and universities in establishing and expanding Consumer Education courses and programs. Currently, the Texas Legislature is working on new legislation in the area of Consumer Education. Consumer Education is still a priority, both nationally and at the state and local levels, and will continue to be important in the future.

Need

The challenge to provide more effective consumer education for multiple populations has never been so acute. Public attention has focused on this need at many levels. Every school within the State of Texas has the imperative mission of helping prepare students for life in a society composed of many different cultural, racial, and ethnic components and in a society which is consumer-oriented. Youth must be taught to work, live, and consume within mounting problems of inflation, shortages, and other economic issues. Consumer and homemaking education in Texas is still referred to as "vocational homemaking education" (consumer and homemaking education) to focus upon consumer education. Thus, teachers should determine if students and former students perceive that consumer education concepts developed in vocational homemaking

education programs are useful in helping them make effective choices within the framework of their own values, maximum satisfaction and utilization of their resources.

The U.S. Office of Consumers' Education points out that consumer education emphasizes the importance of personal decision-making by educating people to recognize marketplace alternatives and to make rational choices in light of the economic, psychological, and sociological influences on the individual consumer. Therefore, it is logical that only the individual can determine whether or not the consumer education has been useful in helping the individual to make effective personal decisions. This concept supports the philosophy of curriculum experts (English, Hamilton, Schwab) concerning curriculum change. They agree that teachers must not change their curriculum on a whim, but must consider carefully selected criteria such as:

> Is it significant to the student's world?
> Does it meet the needs of the students?
> Does it include information that is valid and current?
> Does it consider standards of quality according to the needs of each local situation?

Because consumer education is basic to living, and because it is such a vital component of vocational homemaking education, there is a need to determine how present and former students perceive the usefulness of consumer education concepts. Particularly, data need to be collected to determine if selected background variables of students influence their perceptions of the usefulness of consumer education concepts. These findings can assist teachers to focus even more on the present and future-oriented needs of students as they adjust curriculum to make consumer education more relevant.

Objectives of Study

The purpose of this study was to determine current and former vocational homemaking education students' perception of the usefulness of consumer education concepts, and to provide a basis for the improvement of consumer education in Texas. Supporting objectives were to:

- Determine current students' perceptions of the usefulness of consumer education concepts developed in the vocational homemaking program.
- Determine former students' perceptions of the usefulness of consumer education concepts developed in the vocational homemaking program.
- Analyze data to compare current students' and former students' perceptions of the usefulness of consumer education concepts.
- Determine if selected background variables influence students' perceptions of the usefulness of consumer education concepts.
- Identify concepts which will require various levels of motivation.
- Develop a plan for dissemination of findings.

Research Questions

The following research questions have been posed for the study:

1. How do current students perceive the usefulness of consumer education concepts?
2. How do former students perceive the usefulness of consumer education concepts?

3. Are there differences between current and former students' perceptions of the usefulness of consumer education concepts?
4. Which consumer education concepts will require the greatest effort in the instructional program?
5. Do background variables make a difference in current and former students' perception of the usefulness of consumer education concepts?

CHAPTER II

REVIEW OF LITERATURE

A computer search of the literature related to Consumer Education revealed that there is very little research pertaining to how students perceive the usefulness of consumer education concepts. Most of the literature is oriented toward curriculum resources and information related to consumer education, rather than toward research to establish student needs in consumer education programs. Related research studies and supporting informative articles are reported in this chapter.

Present and Future Perspecitves of Consumer Education

Lucy Black Creighton (Office of Consumers' Affairs, DHEW, 1978, p. 28) views the typical American consumer as frustrated. She describes the average consumer as having the following characteristics: (1) being worried about high prices; (2) having the belief that they are getting a worse deal in the marketplace today than 10 years ago; (3) having the belief that most things they buy are of poor quality and do not last as long as they used to; (4) complaining about repair problems and of being taken in by what is seen as misleading advertising; (5) being frustrated by bureaucracy, both in the government and locally at the stores; and (6) being worried about how to keep up with the rising cost of living. She believes that some of the biggest problems consumers face today are not included in the usual consumer education curriculum.

Many curriculum planners view the teenagers of today as a part of the economic system and suggest that consumer education curriculum should be based on their dealings with the economic system. According to the Consumer and Economics Education Guidelines, prepared by the Indiana Project for Consumer and Economic Education, (Indiana Project for Consumer and Economic Education, 1978, p. 14, 15) the average teenager is viewed often as working as well as going to school. They earn, spend, save money and often make charge purchases. Teenagers are major consumers of goods and services. They are exposed to more sources of influence in the area of consumerism than teenagers in the past because they tend to have more free time and social contacts. Therefore, they seek information more often from peers, rather than parents. Nappi (Nappi, 1972, p. 9) is in agreement with this picture of the teenage consumer. He states that the teenagers' experiences are rich in the elements of consumer education, and that the consumer education curriculum should be built upon these experiences.

The National Assessment of Educational Progress in 1978, as summarized in The Educated Consumer: An Analysis of Curriculum Needs in Consumer Education (Wilcox, 1979, p. 29-32) assessed the progress of seventeen-year-old Americans as consumers. The study, published in 1979, resulted from testing teenagers in the areas of behavior, contracts, economics, energy and finances. The study was based on the understanding of the fourfold role of the consumer. These roles included: (1) the informed consumer, (2) the purchaser or spender, (3) the earner, and (4) the investor. A lack of coverage of consumer education topics is indicated by the low points in student knowledge on the survey. Some of the low

points are:

> Only 14% of the 17 year-olds realized that the person likely to benefit financially during a period of inflation is a homeowner with a long-term mortgage. More than one-fourth (28%) of the students believed that the person most likely to benefit is one who has loaned $10,000 at today's loan rates.
>
> Forty-five percent of the students indicated they "probably would not complain" if blue jeans they saw advertised on sale were not available at the store. Twelve percent indicated they "definitely would complain."
>
> Most students would not complain in two areas that often require some consumer action: services associated with health care, and the nonavailability of advertised merchandise.
>
> Among the students surveyed, 43% of the 17 year-olds mistakenly believe it is legal to advertise the price of an automobile and the monthly installment without including the credit terms.
>
> Only 42% realized that the purpose of Better Business Bureaus is to help business. A majority thought BBB's were an arm of the federal government; 71% incorrectly thought they enforce consumer laws; 80% incorrectly considered that they could prevent consumers from making unwise purchase decisions.
>
> While 80% of the teenage consumers realized that driving a car is the most expensive form of transportation in terms of energy consumption, 50% of the group drive or ride in a car when traveling half a mile or less.

The greatest gap appears to be in the area of consumer action. The national level of performance on the consumer economics exercises was 57% which reflected a generally low level of progress in consumer education.

The interpretive panel (National Assessment of Educational Progress, 1979, p. 51, 52) concluded that a major implication of the study was that consumer education needs to provide students with a broad outlook on their roles as consumers. The results indicated that students are becoming better consumers in terms of knowing they should ask questions,

but they still do not appear to have substantial or sufficient levels of knowledge to transact effectively. Results in the areas of economics and protection indicated that 17 year-olds remain inadequately prepared for their roles of consumers in light of demands soon to be made upon them.

The study of Adult Functional Competency in Texas, conducted by the University of Texas (The Adult Preformance Level Project, 1975, p. 6-9), indicated that about 30% of the adults in Texas have dysfunctionally low levels of skill and knowledge related to consumer behavior. A large portion of the Texas population were unable to make effective consumer choices because they lacked necessary knowledge and skills. They could not perform, or performed with great difficulty, such tasks as figuring wage deductions, reading cash register receipts, filling out checks, managing money, comparison shopping, figuring sales and income taxes, and understanding insurance benefits. Another one-third of the adults were functional, but not proficient at these tasks. The survey results indicated that functional incompetency is most prevalent among young adults, 18-25 years old, adults 60 years and older, less educated people, those living in rural areas and the poor and minority groups.

A study by Minish, in 1977, reported by Nelson (Nelson, 1979, p. 62) of teachers and extension agents indicated that most homemaking teachers presently emphasize foods, nutrition, and clothing. Home Economics Extension Agents are more likely to stress consumer and managerial concerns, as well as foods and nutrition. The same teachers and extension agents indicated that the major topics that should be emphasized in 5 years, by 1982, include management and consumer education, inflation,

and energy conservation. This shows the growing awareness of the importance of consumer education.

The Consumer Education Resource Network (Wilcox, 1979, p. 17), is presently reviewing topics being taught in consumer education. Tabulation of the data to date reveals that there is little consensus about what topics should be covered in consumer education courses. Furthermore, consesus is generally only in the traditional areas of consumer education. In the secondary curriculum, credit received the most emphasis, being covered 53% of the time in consumer education materials. Budgeting was next with 44% and buymanship was last with coverage in 48% of the materials.

The National Consumers' League, in the 1979 study of Current and Future Purposes and Objectives of Consumer Education, as summarized in The Educated Consumer: An Analysis of Curriculum Needs in Consumer Education (Wilcox, 1979, p. 19), found that most formal and informal consumer education is geared toward helping consumers cope by helping them to gather information, use and compare statistics, determine values, apply selected factors to their choices, behave responsibly in the care of a product and to seek redress where necessary. Generally, emphasis has been on skills which assist the consumer to cope as a purchaser of goods.

Uhl (Uhl, 1979, p. 122), notes that there is a strong emphasis on the individual problems and decisions of consumers. These include how to buy goods and services, where to receive information and how to satisfy needs and wants. He found that few consumer education programs deal with the social aspects of consumption, and how individual decisions affect the society.

The Consumer Education Development Program (Wilcox, 1979, p. 47) identifies the following major topical gaps in consumer education:

> Topics reflect too narrow a view of the consumer role and function with overemphasis on buying and individual consumption.
>
> Topics reflect too close an alliance with the fields of economics and home economics with a resultant irrelevance and dryness of concepts and topics; not enough reliance conceptually on political science, anthropology, and sociology with their more dynamic thrusts for purposes of consumer education.
>
> Topics are too focused on buying and too individual in scope. The social context of consumption, its roots as well as repercussions, and social consumption itself, are ignored.
>
> Current topics reflect too passive a way of looking at the consumers' role.

The conclusion was that consumer education is a field well situated to provide applicable learning experiences in the real world. However, consumer education must adopt a new agenda and a new list of topics, which deal with both individual and social consumption, with action rather than inaction, and which places consumption in the context of real world happenings.

Bennett (Bennett, 1978, pp. 46-47) concluded that consumer education curriculum, resources, and subject matter topics are influenced by the most apparent needs of the consumer at a given time. Therefore, consumer education should and will continue to change. She suggested that more research needs to be done on consumer education needs of various groups in order to develop programs which meet their needs.

Related Studies

In an extensive review of the literature, only two studies were found that were similar to this study. The first by Cooper (Cooper, 1974, pp. 2, 6, 8) was The Evaluation of Vocational and Consumer Education by Graduating High School Seniors. The purpose of this study was to

find out if graduating high school seniors judged the vocational and consumer education they received in high school to be adequate. The results in the area of Consumer Education indicated that 59% did not take a course in Consumer Education, and could not identify consumer education concepts they received in other courses such as home economics, business, mathematics and others. He concluded that more substantial instruction is needed in the area of consumer education.

Petrich, et. al., as reported by Nelson, (Nelson, 1979, p. 55) attempted to determine what life skills graduates of vocational and technical programs needed. He identified, inventoried, and pilot tested life skills that were considered necessary for successful living. One of the items in the survey with the lowest satisfaction scores was consumer skills. The researchers concluded that curriculum development must be related to the way in which students perceive their needs.

Summary

The review of literature reveals that research related to consumer education is still in the early stages. Most of the research to date has dealt with developing curriculum plans or assessing consumer skills. Research studies dealing with individual needs for consumer education are limited, but the need for this kind of research is being recognized more readily. There will most likely be an increase in research on consumer education needs in the near future.

Chapter III

METHODS AND PROCEDURES FOR THE STUDY

This chapter includes a detailed description of the methods and procedures followed in the collection and treatment of data in this study. The chapter is divided into the following sections: 1) selection and role of the advisory council; 2) selection and role of the project facilitators; 3) sample for the study; 4) collection of data; 5) procedures for administering rating scale questionnaire and 6) treatment of data.

Selection and Role of the Advisory Council

To identify consumer concerns related to vocational homemaking education in Texas, an advisory council was formed. This council reacted to the proposed method of data collection and to the broader aspects of the methods and procedures to be used in the study. Recommendations from Jean Barton, State Director of Homemaking Education in the Texas Education Agency, and Oscar Millican, Program Director of Research in the Texas Education Agency, were considered in selection of the council. This council was composed of eleven persons from various geographic areas of the state. They represented a broad range of positions, experiences and interests in vocational homemaking education and consumer education. The first meeting was on October 9, 1980 in the Texas Education Agency building in Austin. The advisory council reacted to materials prepared for use in the development of the rating-scale questionnaire by returning suggestions for revision by

mail. The advisory council met again on January 27, 1981. Council members are listed in the Acknowledgements of the report.

Selection and Role of Project Facilitators

To insure representation from all parts of Texas, a facilitator was chosen from each of the ten Homemaking Education Consultative Areas. The first choice was the chairperson of the Area Advisory Committee for Vocational Homemaking. Two were unable to serve as facilitators. Their replacements were chosen on the basis of recommendations from Jean Barton, Director of Homemaking in the Texas Education Agency, and the Area Vocational Homemaking Consultants. Facilitators are listed in the Acknowledgements of the report.

The project facilitators were contacted by letter (Appendix B) in October 1980 and agreed to assist with the project. The first meeting of the facilitators was on November 13, 1980, at which time they agreed to take the responsibility for data collection. At the meeting facilitators were acquainted with the rationale and objectives of the project. They also received instructions for selecting teachers to participate in the project and the data collection methodology was explained in the handout "Procedures for Area Facilitators". (Appendix B) The facilitators chose to establish lines of communication with the participating teachers because they were able to be in closer contact with the teachers in their area than university personnel conducting the study.

Each area facilitator selected and contacted homemaking teachers to participate in the study. Teachers were requested to help with the study in a letter from the area facilitator (Appendix B). After teachers agreed to participate the area facilitators sent each a copy of "Procedures for Participating Teachers" (Appendix C).

Sample for the Study

The sample was selected to include current and former students in vocational homemaking. The current students were enrolled in homemaking classes as juniors or seniors in high school. Former students were identified by teachers from two time blocks, 1969-1974 and 1975-1979. Stratified cluster and randomized selection procedures were used to assure a blend of participants from urban-rural-small town areas, as well as students from a variety of ethnic backgrounds. School size was determined on the basis of athletic conference designations. The number of students needed from each category, AAAAA, AAAA, AAA, AA, A or 6-man, was determined by using Krejcie and Morgan's Table (Krejcie and Morgan, 1970, pg. 607) for Determining Sample Size from a Given Population. A twenty percent allowance for unreturned questionnaires was added to the number of responses needed. The proposed population is presented as follows:

School Conference Designation	Current Students	Former Students 1969-1974	Former Students 1975-1979
AAAAA & AAAA	150	150	150
AAA	60	60	60
AA	80	80	80
A or 6-man	190	190	190

Student participation was in accordance with the Human Subjects Specifications administered by Texas Tech University and Stephen F. Austin State University.

Collection of Data

The data was collected from current and randomly selected former students who voluntarily agreed to participate in the study. Participants completed the rating-scale questionnaire "Opinions of Former and Present

Students Regarding the Usefulness of Consumer Education Concepts." Included in the questionnaire was the general information section to collect background data on each participant (Part A) and the section developed to collect data regarding the usefulness of the content in consumer education as perceived by participants (Part B).

Demographic items in Part A were developed to obtain information about the student including: enrollment status, employment status, grade point average, educational level, size of community, size of school, number of homemaking classes previously taken, ethnic background, sex and marital status. The Conceptual Framework for Vocational Homemaking in Texas, The Instructional Guide on Consumer Education in Texas, and current consumer education texts formed the basis for developing the concepts rated in Part B of the instrument. Concepts were grouped according to the subject matter areas of Home Economics which are: Consumer Education; Home Management; Family Living; Housing and Home Furnishings; Food and Nutrition; Clothing and Textiles; and Child Development.

The demographic variables in Part A and the subject matter concepts in Part B were reviewed by the project advisory council members. Their responses were incorporated into the final instrument. As a result of the content validation process, an instrument containing ten demographic variables and 188 consumer education concepts subdivided by subject matter headings was developed.

Reliability of the instrument was established by using the correlation coefficents (split-half) test. The results indicated a score of .98375.

Procedures for Administering Rating Scale Questionnaires

Packets for use in data collection were sent to the participating teachers. The packets contained the appropriate number of questionnaires, instructions for administering the questionnaires, sample letters to former students, envelopes and return postage. (Appendix C)

Teachers administering the questionnaires to current students were requested to use randomized procedures for selecting the sample students. Prior to filling out the questionnaire, current students received a brief explanation of the project. Privacy of answers was assured. After completing the instrument, students were requested to seal the questionnaire and place it in the envelope provided. Completed questionnaires were mailed by the teacher to the area facilitator. (Appendix C)

Teachers administering the questionnaire to former students were also requested to use randomized procedures for selecting participants. Questionnaires and a letter explaining the project were sent to those selected to participate. They were requested to fill out, seal and return the survey to the participating teacher. The instruments were returned to the participating teachers since former students would more likely complete the questionnaire for someone from their former school. The participating teacher mailed the completed questionnaire to the area facilitators. In turn, area facilitators mailed completed questionnaires to Texas Tech University when most of them had been returned from participating teachers. Facilitators were requested to stay in touch with the participating teachers and to encourage prompt completion of their portion of the study.

Treatment of the Data

The data was analyzed by computer using the Statistical Analysis System (SAS) Subprograms, Means, FREQUENCIES, GLM, and DUNCAN. The General Linear Model (GLM) analysis of variance procedure was selected because the data was numerically unbalanced. Demographic variable (sex, age, race, employment status, marital status, GPA, size of community, enrollment status, and number of homemaking courses) differences were determined using general linear models and Duncan's Multiple Range Test. The method of analysis was primarily descriptive, using means, frequencies, and percentages to describe both individual item and categorical areas as specified in the research questions. The GLM yielded a measure of significant differences to provide supportive information.

Chapter IV

RESULTS OF THE STUDY

To determine current and former students perceptions of the usefulness of consumer education concepts, data were collected and analyzed. Computer analysis of the data utilized GLM, DUNCAN, and means. The results of the study are summarized in this chapter as related to the research questions outlined in chapter I.

Profile of the Respondents

The respondents were divided into three groups: 11th and 12th grade students presently enrolled in a vocational homemaking course, students who left school during the five year period from 1975-1979 and students who left school during the five year period from 1969-1974. The sample was proportionally stratified on the basis of school size. Athletic conference designations were used to determine the school size. Based upon 1979-1980 athletic conference designations 31 percent of Texas schools are 4 and 5A, 12.5 percent are 3A, 16.5 percent are 2A, and 40 percent are 1A and 6 man. These percentages were utilized in computing the sample stratification of 1440 questionnaires sent. A total of 912 usable questionnaires were returned. A profile of the respondents is provided in Table 1.

Table 1
PROFILE OF RESPONDENTS
N - 912

Variable	Percentage of Total Respondents *			
	Current Students	Former Students 1975-79	Former Students 1969-74	Total
Highest Educational Level Attained				
College Graduate	_____	3.8	8.5	12.3
College Student	_____	7.3	1.1	8.4
College Dropout	_____	2.6	3.1	5.7
Vocational School	_____	4.8	4.5	9.3
High School Graduate	_____	5.7	3.3	9.0
High School Student	54.2	—	—	54.2
School Size Designation				
1A and 6 man	15.5	7.7	6.2	29.4
2A	6.6	5.4	5.6	17.6
3A	7.8	5.1	6.1	19.0
4 and 5A	24.0	7.1	2.9	34.0
Size of Community				
Under 2500	24.1	10.0	7.2	41.3
2501 to 30,000	14.7	9.9	7.9	32.5
30,001 to 100,000	10.8	2.2	2.4	15.4
over 100,000	1.5	1.3	1.3	4.1
Number of Homemaking Courses Taken				
1 or 2	30.2	8.7	6.5	45.4
3 or more	23.0	16.2	14.1	53.3
GPA				
A - B	41.8	23.5	19.8	85.1
C - D	11.3	1.1	0.8	13.2
Employment Status				
Employed	19.5	17.6	13.3	50.4
Not Employed	31.2	7.4	6.9	45.5

TABLE 1 -- Continued

Variable	Percentages of Total Respondents *			
	Current Students	Former Students 1975-79	1969-74	Total
Sex				
Female	40.9	20.9	19.6	81.4
Male	13.0	4.2	1.0	18.2
Marital Status				
Married	1.2	13.6	16.2	31.0
Single	51.1	11.3	4.5	66.9
Ethnic Group				
Anglo	38.0	20.9	18.3	77.2
Hispanic	7.4	2.6	0.9	10.9
Black	6.5	1.3	0.9	8.7
Other	1.0	0.2	0.2	1.4

*Some totals do not equal 100 percent due to some students omitting the item.

An analysis of Table 1 indicates 54 percent of respondents were currently enrolled in high school, 25 percent were former students who left high school during the period 1975-1979, and 21 percent were former students who left high school during the period from 1969-1974.

Fifteen and one half percent of the sample were current students from small schools, 1A and 6 man, 6.6 percent from 2A, 7.8 percent from 3A and 24.0 percent from 4 and 5A schools. The former students (1975-1979) were nearly equally represented in each school size designation, ranging from approximately 5-8 percent of the sample in each category. Only about 3 percent of the sample were former students (1969-1974)

from the large 4 and 5A schools. The remaining three school size designations were almost equally represented in each category ranging from 5.6 to 6.2 percent of the total sample in each.

Almost one-half of the respondents, both current and former students were from communities with populations under 2500. Only 4.1 percent of the total sample were from communities over 100,000.

Current students taking one or two homemaking courses represented 30.2 percent of the total sample. Those taking three or more courses composed 23 percent of the total sample. In both groups of former students the larger percentage had taken three or more homemaking courses. The majority of both current and former students were females, approximately 81 percent of the sample were females.

Perceptions of Usefulness of Consumer Education Concepts

The questionnaire determined students' perception of the usefulness of consumer education concepts from seven subject areas of vocational homemaking education. The areas surveyed included: consumer education; home management; family living; housing and home furnishings; food and nutrition; clothing and textiles; and child development. Table 2 presents a comparison of current and two groups of former (1975-1979 and 1969-1974) students' perception of the usefulness of consumer education concepts within the subject areas. Students scored concepts on a five point scale from zero (not useful) to four (very useful).

Table 2

COMPARISON OF CURRENT AND FORMER STUDENTS' PERCEPTION OF THE USEFULNESS OF CONSUMER EDUCATION CONCEPTS IN SUBJECT AREAS

Subject Area	N	Mean	F Value	Level of Sign.
Consumer Education				
Current	490	2.65		
Former (1975-1979)	229	2.87		
Former (1969-1974)	187	2.79	12.25	0.1
Home Management				
Current	486	2.92		
Former (1975-1979)	229	3.07		
Former (1969-1974)	188	3.01	5.20	0.1
Family Living				
Current	491	2.80		
Former (1975-1979)	229	2.91		
Former (1969-1974)	188	2.78	2.81	NS
Housing and Home Furnishings				
Current	491	2.85		
Former (1975-1979)	230	2.98		
Former (1969-1974)	188	2.99	4.97	0.1
Food and Nutrition				
Current	487	2.81		
Former (1975-1979)	230	3.00		
Former (1969-1974)	188	2.90	7.10	.01
Clothing and Textiles				
Current	485	2.78		
Former (1975-1979)	229	2.94		
Former (1969-1974)	188	2.85	5.31	.01
Child Development				
Current	485	3.11		
Former (1975-1979)	227	3.22		
Former (1969-1974)	188	3.18	2.27	NS

Table 2 shows there was a significant difference between the mean scores of each group of respondents in all the subject areas (.01 level) except for the Child development and Family living consumer education concepts. Former students in both groups had higher mean scores than current students in all areas except family living. Current students had a mean score for the consumer education concepts in family living of 2.80 compared to 2.91 for former students in the 1975-1979 group and 2.78 for former students in the 1969-1974 group.

Table 3 compares the perceptions of the usefulness of consumer education concepts within the subject areas for former students from two time periods, 1975-1979 and 1969-1974.

Table 3

COMPARISON OF FORMER STUDENTS' (1975-1979) AND FORMER STUDENTS' (1969-1974) PERCEPTIONS OF THE USEFULNESS OF CONSUMER EDUCATION CONCEPTS IN SUBJECT AREAS

Subject Area	N	Mean	F Value	Level of Sign.
Consumer Education				
Former (1975-1979)	229	2.87		
Former (1969-1974)	187	2.79	1.97	NS
Home Management				
Former (1975-1979)	229	3.07		
Former (1969-1974)	188	3.01	1.22	NS
Family Living				
Former (1975-1979)	229	2.91		
Former (1969-1974)	188	2.78	4.01	.05
Housing and Home Furnishings				
Former (1975-1979)	230	2.98		
Former (1969-1974)	188	2.99	0.08	NS

TABLE 3 -- Continued

Subject Area	N	Mean	F Value	Level of Sign.
Food and Nutrition				
Former (1975-1979)	230	3.00		
Former (1969-1974)	188	2.90	2.82	NS
Clothing and Textiles				
Former (1975-1979)	229	2.94		
Former (1969-1974)	188	2.85	2.36	NS
Child Development				
Former (1975-1979)	227	3.22		
Former (1969-1974)	188	3.18	0.46	NS

Table 3 indicates that there is no significant difference between the mean scores for each group of former students within each of the subject areas, except in family living. Consumer education concepts in family living received mean scores of 2.91 by former student (1975-1979) and 2.78 by former students (1969-1974). Mean scores for former students from 1975-1979 were higher, than mean scores for former students from 1969-1974 for the consumer education concepts in all subject areas except housing and home furnishings.

Table 4 presents a comparison of the rank order by usefulness of consumer concepts for each of the subject areas as perceived by current and former students. Concepts were scored on a five point scale from zero (not useful) to four (very useful).

Table 4

RANK ORDER OF STUDENTS' PERCEPTION OF USEFULNESS

BY SUBJECT AREAS

Subject Area	Current Students		Former Students			
			1975-1979		1969-1974	
	Rank Order	Mean	Rank Order	Mean	Rank Order	Mean
Child Development	1	3.11	1	3.22	1	3.18
Home Management	2	2.96	2	3.07	2	3.01
Housing and Home Furnishings	3	2.85	4	2.98	3	2.99
Food and Nutrition	4	2.81	3	3.00	4	2.90
Family Living	5	2.80	6	2.91	7	2.78
Clothing and Textiles	6	2.78	5	2.94	5	2.85
Consumer Education	7	2.65	7	2.87	6	2.79

The consumer education concepts in child development were ranked the most useful by current students. Other subject matter areas in order of the ranking by current students were home management, second; housing and home furnishings, third; food and nutrition, fourth; family living, fifth, clothing and textiles, sixth; specialized course in consumer education, seventh.

Former students who left school during the period from 1975-1979 also ranked child development number one. The remaining subject areas in rank order are home management, second; food and nutrition, third;

housing and home furnishings, fourth; clothing and textiles, fifth; family living, sixth; and the specialized course in consumer education, seventh.

The former student respondents who left school from 1969-1974 ranked child development consumer ecucation concepts as the most useful. Home management consumer education concepts were ranked second, housing and home furnishings, third; food and nutrition, fourth; clothing and textiles, fifth; consumer education, sixth; and family living, seventh.

Means of the consumer education concepts in child development were highest and home management concepts means second by all three groups of respondents. Means for housing and home furnishings and food and nutrition consumer education concepts were similar within groups and were ranked either third or fourth by each group. Both current students (2.65 mean score) and former students 1975-1979 (2.87 mean score) determined the specialized course in consumer education concepts to be the least useful of the seven subject matter divisions. Former students 1969-1974 (2.79 mean score) ranked the specialized course in consumer education sixth and ranked family living (2.78 mean score) last. The mean scores of former students' conceptions of the usefulness of consumer education concepts in each subject areas were consistently higher than the mean scores of current students with one exception. Former students leaving school in 1969-1974 had a mean score of 2.78 for the family living area while current students' mean score for this area was 2.80.

Students rated concepts for usefulness on a five point scale from

zero (not useful) to four (very useful). The mean scores for each concept in the specialized consumer education course are shown in Table 5.

Table 5

MEAN RATINGS OF CONSUMER EDUCATION CONCEPTS IN THE SPECIALIZED COURSE IN CONSUMER EDUCATION

Concepts	MEAN SCORES		
	Current Students	Former Students 1975-1979	Former Students 1969-1974
1. Decision-making process	2.93	3.28	3.29
2. Spending plans	3.04	3.26	3.24
3. Consumer price index	2.29	2.39	2.34
4. Effects of changes in the economy on consumers	2.60	2.82	2.86
5. Personal spending habits	3.00	3.36	3.37
6. Financial security	3.20	3.43	3.35
7. Banking services	2.95	3.18	3.17
8. Savings and investment plans	2.98	3.21	3.17
9. Consumer cooperatives	2.40	2.30	2.21
10. Cost of credit	2.50	3.00	3.09
11. Credit abuse	2.34	2.81	2.95
12. Credit ratings	2.56	3.03	3.11
13. Important consumer issues now	2.51	2.75	2.70
14. Important consumer issues in the future	2.68	2.77	2.65
15. Consumer rights and responsibilities	2.89	3.07	2.95
16. Consumer legislation	2.42	2.59	2.42
17. Consumer protection agencies	2.60	2.92	2.66
18. Registering a consumer complaint	2.48	2.80	2.57
19. Consumer research organizations	2.31	2.38	2.23
20. Free enterprise system	2.67	2.87	2.63

TABLE 5 -- Continued

Concepts	MEAN SCORES		
	Current Students	Former Students 1975-1979	Former Students 1969-1974
21. Guidelines for buying	2.78	3.05	3.04
22. Motivations for buying	2.56	2.78	2.86
23. Standards for goods and services	2.70	2.96	2.91
24. Comparative shopping to meet standards	2.71	3.14	3.10
25. Advertising (effects, types, purposes)	2.55	2.82	2.82
26. Sales practices	2.55	2.79	2.77
27. Warranties and sales contracts	2.84	3.14	3.08
28. Professional services	3.20	3.30	3.31
29. Family transportation needs	2.93	2.92	2.95
30. Automotive products and services	2.74	2.75	2.65
31. Pet supplies	2.02	1.78	1.67
32. Insurance	3.30	3.40	3.29
33. Social Security	3.22	3.06	3.05
34. International Trade	2.40	2.07	1.82

The mean for each concept as perceived by both groups of former students was higher than those of current students with four exceptions. The concepts rated lower by former students than current students were: consumer cooperatives; pet supplies; social security; and international trade. Current students rated insurance highest of all the concepts, former students (1975-1979) rated financial security highest, while former students (1969-1974) rated personal spending habits highest. Pet supplies was rated lowest by all groups.

The next seven tables relate the significance of selected background variables on students' perceptions of the usefulness of consumer

education concepts in each of the subject areas. Mean scores, F value and level of significance were determined for current and former students for each background variable. Background variables which were significant included: enrollment status; school size; community size; number of homemaking courses taken; and sex of the respondent.

Table 6 relates the background variables which affected respondents perceptions of the usefulness of consumer education concepts in the subject area of the specialized course in consumer education.

TABLE 6

PERCEPTIONS OF USEFULNESS OF CONSUMER EDUCATION CONCEPTS IN THE SPECIALIZED COURSE IN CONSUMER EDUCATION BY BACKGROUND VARIABLES

Variable	N	Mean	F Value	Level of Sign.
ENROLLMENT STATUS				
Current-High school student	462	2.65		
Former-College graduate	111	2.83		
College student	76	2.98		
College dropout	52	2.80		
Vocational school	87	2.73		
High school graduate	86	2.89	2.49	.05
SCHOOL SIZE DESIGNATION				
Current-1A and 6 man	141	2.69		
2A	60	2.76		
3A	71	2.77		
4 and 5A	218	2.55	4.37	.01
Former-1A and 6 man	126	2.80		
2A	100	2.86		
3A	101	2.78		
4 and 5A	89	2.89	0.69	NS
SIZE OF COMMUNITY				
Current-Under 2500	219	2.73		
2501-30,000	134	2.79		
30,000-100,000	98	2.33		
Over 100,000	10	2.54	14.19	.01

TABLE 6 -- Continued

Variable	N	Mean	F Value	Level of Sign.
Former-Under 2500	156	2.78		
2501-30,000	161	2.83		
30,000-100,000	41	2.90		
Over 100,000	24	2.79	0.60	NS
NUMBER OF HOMEMAKING COURSES TAKEN				
Current-1 or 2	272	2.59		
3 or more	208	2.73	3.76	.05
Former-1 or 2	137	2.73		
3 or more	274	2.88	6.20	.05
SEX				
Current-Female	368	2.64		
Male	118	2.69	0.75	NS
Former-Female	366	2.85		
Male	47	2.68	4.03	.05

Enrollment status was a significant variable for former students (.05 level). Former students currently enrolled in college perceived the concepts in the specialized course in consumer education to be more useful than any other enrollment status group.

Significant background variables affecting current students' perceptions of usefulness of consumer education concepts were school size and community size (.01 level). Means indicate current students from 2A and 3A schools perceived the consumer education concepts to be more useful than those from larger or smaller schools. Students from communities under 30,000 and rural areas rated concepts highest.

The number of homemaking courses taken was significant (.05 level) for both current and former students. Students taking three or more

homemaking courses rated concepts higher than students who had taken only one or two courses.

The sex of former students was significant at the .05 level. Female students perceived the concepts more useful than males.

Table 7 indicates the background variables which affected respondents perceptions of the usefulness of consumer education concepts in home management.

TABLE 7

PERCEPTIONS OF USEFULNESS OF CONSUMER EDUCATION CONCEPTS IN HOME MANAGEMENT BY BACKGROUND VARIABLES

Variable	N	Mean	F Value	Level of Sign.
ENROLLMENT STATUS				
Current-High school student	458	2.92		
Former-College graduate	112	3.01		
College student	76	3.19		
College dropout	52	3.09		
Vocational school	87	2.99		
High school graudate	86	3.05	1.63	NS
SCHOOL SIZE DESIGNATION				
Current-1A and 6 man	141	2.97		
2A	60	3.00		
3A	71	3.10		
4 and 5A	214	2.80	5.52	.01
Former-1A and 6 man	126	3.02		
2A	100	3.11		
3A	101	2.97		
4 and 5A	90	3.07	1.05	NS
SIZE OF COMMUNITY				
Current-Under 2500	219	3.02		
2501-30,000	133	3.06		
30,001-100,000	96	2.55		
Over 100,000	9	2.86	16.59	.01

TABLE 7 — Continued

Variable	N	Mean	F Value	Level of Sign.
Former-Under 2500	156	3.03		
2501-30,000	162	3.06		
30,001-100,000	41	3.08		
Over 100,000	24	2.93	0.43	NS
NUMBER OF HOMEMAKING COURSES TAKEN				
Current-1 or 2	270	2.85		
3 or more	206	3.02	4.18	.05
Former-1 or 2	138	2.96		
3 or more	274	3.09	4.02	.05
SEX				
Current-Female	364	2.90		
Male	118	2.96	0.78	NS
Former-Female	367	3.06		
Male	47	2.91	2.56	NS

School size and community size were significant background variables (.01 level) of current students. The trend of the 2A and 3A schools and communities under 30,000 and rural areas rating consumer education concepts in home management highest was repeated.

Both current and former students who had taken three or more homemaking courses rated concepts more useful than those students taking one or two. This was significant at the .05 level for both groups.

The variables of enrollment status and sex were not significant for either group.

Table 8 indicates the background variables which affected respondents' perceptions of the usefulness of consumer education concepts in Family Living.

TABLE 8

PERCEPTIONS OF USEFULNESS OF CONSUMER EDUCATION CONCEPTS IN FAMILY LIVING BY BACKGROUND VARIABLES

Variable	N	Mean	F Value	Level of Sign.
ENROLLMENT STATUS				
Current-High school student	461	2.80		
Former-College graduate	112	2.81		
College student	76	3.09		
College dropout	52	2.76		
Vocational school	87	2.76		
High school graduate	86	2.90	3.59	.01
SCHOOL SIZE DESIGNATION				
Current-1A and 6 man	141	2.82		
2A	60	2.85		
3A	71	2.86		
4 and 5A	219	2.75	.91	NS
Former-1A and 6 man	126	2.80		
2A	99	2.92		
3A	101	2.82		
4 and 5A	91	2.88	.77	NS
SIZE OF COMMUNITY				
Current-Under 2500	219	2.86		
2501-30,000	134	2.91		
30,001-100,000	97	2.60		
Over 100,000	12	2.73	5.62	.01
Former-Under 2500	155	2.83		
2501-30,000	162	2.82		
30,001-100,000	42	2.83		
Over 100,000	24	2.87	.04	NS
NUMBER OF HOMEMAKING COURSES TAKEN				
Current-1 or 2	272	2.74		
3 or more	209	2.88	3.09	NS
Former-1 or 2	137	2.74		
3 or more	275	2.91	5.43	.05

TABLE 8 -- Continued

Variable	N	Mean	F Value	Level of Sign.
SEX				
Current-Female	369	2.81		
Male	118	2.78	.20	NS
Former-Female	368	2.87		
Male	46	2.68	3.20	NS

Enrollment status (.01 level), and number of homemaking courses taken (.05 level) were significant background variables for former students. Former students currently enrolled in college rated consumer education concepts in family living higher than any other group, based upon mean scores.

Community size was the only significant factor (.01 level) for the current students. Respondents from smaller communities, 30,000 and under, rated concepts more useful than respondents from the two larger community categories.

Neither school size nor sex were significant variables for current or former students. Home management is the only other subject matter where sex was not a significant variable for at least one group of respondents.

Table 9 indicates the background variables which affected respondents perceptions of the usefulness of consumer education concepts in housing and home furnishings.

TABLE 9

PERCEPTIONS OF USEFULNESS OF CONSUMER EDUCATION CONCEPTS IN HOUSING AND HOME FURNISHINGS BY BACKGROUND VARIABLES

Variable	N	Mean	F Value	Level of Sign.
ENROLLMENT STATUS				
Current-High school student	464	2.86		
Former-College graduate	112	2.96		
College student	76	3.15		
College dropout	52	2.99		
Vocational school	88	2.94		
High school graudate	86	2.99	1.61	NS
SCHOOL SIZE DESIGNATION				
Current-1A and 6 man	141	2.82		
2A	60	2.90		
3A	70	3.00		
4 and 5A	220	2.81	1.74	NS
Former-1A and 6 man	126	2.98		
2A	100	3.00		
3A	101	2.95		
4 and 5A	91	3.02	0.21	NS
SIZE OF COMMUNITY				
Current-Under 2500	219	2.89		
2501-30,000	134	2.98		
30,001-100,000	97	2.66		
Over 100,000	13	2.65	5.68	.01
Former-Under 2500	156	2.93		
25,001-30,000	162	3.01		
30,001-100,000	42	3.00		
Over 100,000	24	3.04	0.54	NS
NUMBER OF HOMEMAKING COURSES TAKEN				
Current-1 or 2	272	2.79		
3 or more	209	2.96	4.34	.05
Former-1 or 2	138	2.87		
3 or more	275	3.04	6.82	.01

TABLE 9 -- Continued

Variable	N	Mean	F Value	Level of Sign.
SEX				
Current-Female	369	2.84		
Male	118	2.85	0.00	NS
Former-Female	368	3.02		
Male	47	2.70	10.96	.01

Current students from communities under 30,000 and rural areas perceived consumer education concepts more useful than those from larger communities. The level of significance was .01.

The number of homemaking courses taken was significant at the .05 level for current students and .01 level for former students. Those respondents who had taken three or more courses recorded higher mean scores than those who had taken one or two.

Enrollment status and school size were not significant variables for either group.

Sex was not a significant variable for current students but was for former students (.01 level). Females had significantly higher mean scores than males in this category.

Table 10 presents responses to consumer education concepts within the subject area of food and nutrition, as affected by significant background variables.

TABLE 10

PERCEPTIONS OF USEFULNESS OF CONSUMER EDUCATION CONCEPTS

IN FOOD AND NUTRITION BY BACKGROUND VARIABLES

Variable	N	Mean	F Value	Level of Sign.
ENROLLMENT STATUS				
Current-High school student	460	2.81		
Former-College graduate	112	2.88		
College student	76	3.14		
College dropout	52	2.88		
Vocational school	88	2.94		
High school graduate	86	3.01	2.90	.05
SCHOOL SIZE DESIGNATION				
Current-1A and 6 man	141	2.78		
2A	60	2.80		
3A	70	2.97		
4 and 5A	216	2.77	1.66	NS
Former-1A and 6 man	126	2.99		
2A	100	2.92		
3A	101	2.89		
4 and 5A	91	3.02	0.94	NS
SIZE OF COMMUNITY				
Current-Under 2500	219	2.84		
2501-30,000	134	2.93		
30,001-100,000	96	2.62		
Over 100,000	10	2.56	4.92	.01
Former-Under 2500	156	2.88		
2501-30,000	162	2.98		
30,001-100,000	42	3.05		
Over 100,000	24	2.92	1.12	NS
NUMBER OF HOMEMAKING COURSES TAKEN				
Current-1 or 2	268	2.75		
3 or more	209	2.88	2.14	NS
Former-1 or 2	138	2.84		
3 or more	275	3.02	8.19	.01

TABLE 10 -- Continued

Variable	N	Mean	F Value	Level of Sign.
SEX				
Current-Female	366	2.84		
Male	117	2.71	3.00	NS
Former-Female	368	3.00		
Male	47	2.63	15.99	.01

Enrollment status was a significant factor affecting the perception of usefulness of consumer education concepts in food and nutrition by former students (.01 level). College students recorded higher means than any other enrollment category. The number of homemaking courses taken (.01 level) and sex were also significant for the former student respondents (.01 level). Females rated the concepts higher than males.

Current students in communities under 30,000 and rural areas scored concepts higher than those from larger communities. The differences in perceptions of usefulness were significant at the .01 level. School size was not a significant factor for this area.

Table 11 represents the significance of background variables on the perceptions of usefulness of consumer education concepts in clothing and textiles by current and former students.

The background variables, enrollment status (.05 level), number of homemaking courses taken (.01 level), and sex (.01 level) were significant for former student respondents. Former students who were college students perceived the consumer education concepts as being more useful based upon their mean scores, than any other enrollment category.

Table 11

PERCEPTIONS OF USEFULNESS OF CONSUMER EDUCATION CONCEPTS IN CLOTHING AND TEXTILES BY BACKGROUND VARIABLES

Variable	N	Mean	F Value	Level of Sign.
ENROLLMENT STATUS				
Current-High school student	458	2.77		
Former-College graduate	112	2.84		
College student	76	3.06		
College dropout	52	2.74		
Vocational school	87	2.93		
High school graduate	86	2.98	3.14	.05
SCHOOL SIZE DESIGNATION				
Current-1A and 6 man	139	2.76		
2A	60	2.79		
3A	70	3.04		
4 and 5A	216	2.69	4.91	.01
Former-1A and 6 man	126	2.92		
2A	99	2.89		
3A	101	2.85		
4 and 5A	91	2.94	0.38	NS
SIZE OF COMMUNITY				
Current-Under 2500	217	2.83		
2500-30,000	134	2.89		
30,001-100,000	96	2.51		
over 100,000	10	2.70	6.97	.01
Former-Under 2500	155	2.83		
2500-30,000	162	2.90		
30,000-100,000	42	2.98		
over 100,000	24	3.07	1.56	NS
NUMBER OF HOMEMAKING COURSES TAKEN				
Current-1 or 2	268	2.69		
2 or more	207	2.89	5.43	.01
Former-1 or 2	137	2.76		
2 or more	275	2.97	11.58	.01

TABLE 11 -- Continued

Variable	N	Mean	F Value	Level of Sign.
SEX				
Current-Female	365	2.83		
Male	116	2.59	11.13	.01
Former-Female	368	2.94		
Male	46	2.57	15.38	.01

Those students who had taken three or more homemaking courses had higher mean scores than students taking one or two courses. Mean scores for females were higher than mean scores of males.

Significant background variables for current students included school size (.01 level), community size (.01 level), number of homemaking courses taken (.01 level), and sex (.01 level). Students from 2A and 3A schools and communities of 30,000 or less recorded higher mean scores than other respondents. Current students enrolled in three or more homemaking courses had higher mean scores than those taking one or two. Currently enrolled females perceived consumer education concepts in clothing and textiles to be more useful than males.

Table 12 shows the current and former students perceptions of usefulness of consumer education concepts in child development based on significant background variables.

Significant background variables for current students were school size (.05 level) and community size (.01 level). Students enrolled in

2A and 3A, medium sized schools, rated concepts higher than students in larger or smaller schools. Current students from communities of 2501 to 30,000 scored items higher according to mean scores.

Table 12

PERCEPTIONS OF USEFULNESS OF CONSUMER EDUCATION CONCEPTS IN CHILD DEVELOPMENT BY BACKGROUND VARIABLES

Variable	N	Mean	F Value	Level of Sign.
ENROLLMENT STATUS				
Current-High school student	458	3.16		
Former-College graduate	111	3.10		
College student	76	3.40		
College dropout	52	3.29		
Vocational school	87	3.21		
High school graduate	85	3.21	2.45	.05
SCHOOL SIZE DESIGNATION				
Current-1A and 6 man	137	3.10		
2A	60	3.28		
3A	70	3.27		
4 and 5A	218	3.01	3.66	.05
Former-1A and 6 man	125	3.21		
2A	99	3.22		
3A	100	3.09		
4 and 5A	91	3.30	1.51	NS
SIZE OF COMMUNITY				
Current-Under 2500	215	3.17		
2501-30,000	134	3.22		
30,000-100,000	96	2.86		
over 100,000	12	3.20	5.80	.01
Former-Under 2500	155	3.08		
2501-30,000	161	3.26		
30,000-100,000	41	3.30		
over 100,000	24	3.30	2.38	NS

TABLE 12 -- Continued

Variable	N	Mean	F Value	Level of Sign.
NUMBER OF HOMEMAKING COURSES TAKEN				
Current-1 or 2	269	3.06		
2 or more	206	3.20	2.76	NS
Former-1 or 2	136	3.08		
3 or more	274	3.26	6.41	.05
SEX				
Current-Female	365	3.14		
Male	116	2.99	4.10	.05
Former-Female	367	3.25		
Male	45	2.85	13.86	.01

Enrollment status was a significant background variable (.05 level) for former students. College students had the highest mean score. The number of homemaking courses taken by former students was significant (.05 level). Former students enrolled in three or more courses scored higher means than those enrolled in one or two courses.

Sex was a significant variable for both current (.05 level) and former (.01 level) respondents. Females in both groups had higher mean scores than males.

Analysis of the data from the rating scale questionnaire shows that generally former students perceived consumer education concepts to be more useful than current students. The consumer education concepts in child development were rated highest. The rating was based on students' perception of importance. Concepts in consumer education were rated as the lowest in importance. Several background variables

significantly affected the perceptions of both current and former students regarding the usefulness of consumer education concepts in each of the subject matter areas.

Chapter V

CONCLUSIONS, IMPLICATIONS AND SUMMARY

The overall purpose of this study was to determine current and former students' perceptions of the usefulness of consumer education concepts developed in the vocational homemaking education program. Supporting objectives were to:

- Determine current students' perceptions of the usefulness of consumer education concepts developed in the vocational homemaking program.
- Determine former students' perceptions of the usefulness of consumer education concepts developed in the vocational homemaking program.
- Compare current students' and former students' perceptions of the usefulness of consumer education concepts.
- Determine if selected background variables influence students' perceptions of the usefulness of consumer education concepts.
- Identify concepts which will require various levels of motivation.

Five research questions were identified to provide direction for the study. The questions and implications and recommendations for each based on the findings reported in chapter IV are included in this chapter.

Findings and Implications for Teaching Consumer Education

1. How do current students' perceive the usefulness of consumer education concepts?

Current students rated the consumer education concepts in child development as the most useful. This may be because many 11th and 12th

grade students in Home Economics are anticipating marriage and children upon graduation; therefore, it is easier for them to see the relevance of the consumer education concepts in child development. The high rank of concepts in this area is supported by the findings in the 1980 study by Bell and Durr on males' opinions of home economics subject matter. In this study, child development was ranked first in importance by male students when compared to other subject matter areas. (Bell and Durr, 1980)

Consumer education concepts taught in subject areas were perceived to be more useful than consumer education concepts taught in the specialized course in consumer education. This finding could imply that after basic consumer education concepts have been taught they should be fused into home economics subject matter areas for the best results.

2. How do former students perceive the usefulness of consumer education concepts?

Former students from both time periods perceived the consumer education concepts in child development as most useful. The first five to ten years after leaving high school is the time when many young couples are beginning families, therefore they may be utilizing consumer education concepts in the area of child development due to their stage in the family life cycle.

Consumer education concepts in family living and in the specialized consumer education course were ranked lowest by both former student groups. The consumer education concepts in family living included several items that would be inappropriate to their stage in the life cycle which could be the reason they were rated lower. Consumer

education concepts taught in subject areas were perceived as more useful than those taught independently. This could imply that concepts which are taught from an applied viewpoint are perceived to be more useful than those which are presented theoretically because the relevance is more readily apparent.

There were no significant differences in perceptions of usefulness of consumer education concepts, except in the subject area of family living. This may indicate that these two groups have similar perceptions of the usefulness of consumer education concepts.

3. Are there differences between current and former students' perceptions of the usefulness of consumer education concepts?

Comparison of the mean scores of former and current students show the former students perceived the consumer education concepts to be significantly more useful than current students in the subject areas of: consumer education; home management, housing and home furnishings; food and nutrition; and clothing and textiles. This finding suggests that having experiences in more aspects of the consumer role increases an awareness of the usefulness of consumer education concepts. Since former students perceive consumer education concepts as more useful, instruction should be made more applicable to current students' lives.

In the subject area of family living the pattern was reversed with current students perceiving the consumer education concepts in this area as more useful than former students. Family living included the following concepts: economic independence from parents or guardians, teen-age consumer, costs of dating, and wedding expenses which were not as relevant to former students. This finding seems to further

support the need to adapt consumer education concepts in other subject areas so that current students can see their immediate application.

4. Are there consumer education concepts which will require various levels of student motivation?

All the consumer education concepts within the specialized course in consumer education will require more motivation than consumer education concepts in other subject areas. Since consumer education concepts were ranked lowest in comparison with other subject areas, the need for motivating techniques becomes evident.

The specific consumer education concepts from the specialized course in consumer education which current students scored highest were spending plans, personal spending, financial security, insurance, social security, savings and investments, banking services, professional services, and family transportation needs. These would require less motivation than other concepts in this area.

Consumer Education Concepts in the specialized course in consumer education scored lowest by current students were: consumer price index, consumer cooperatives, credit abuse, consumer research organizations, consumer legislation, registering consumer complaints and international trade. These concepts will require additional motivational strategies since they were considered least useful by current students. However, coping in today's economy would be difficult without an understanding of these concepts.

Consumer education concepts in the subject area of child development would require less motivation than consumer education concepts in other subject areas since students ranked child development highest.

Presently consumer education concepts in home management which ranked second would require less motivational techniques.

5. Do background variables make a difference in current and former students' perceptions of the usefulness of consumer education concepts?

Enrollment status was a significant background variable affecting former students' perception of the usefulness of consumer education concepts in the subject areas of consumer education, family living, food and nutrition, clothing and textiles, and child development. Former students who were currently enrolled in college consistently had higher mean scores than any other enrollment group. This could indicate that these respondents were giving more emphasis to consumer education concepts than they had in the past. Their awareness of the usefulness of consumer education concepts could have increased because some of these students would be managing their own resources and making independent consumer decisions. Again this supports the concept of a pragmatic approach to teaching consumer education.

Community size significantly affected current students' perceptions of the usefulness of consumer education concepts in all the subject areas. Students in small communities or rural areas perceived consumer concepts as more important than those in communities of over 30,000 population. The exhibition of greater concern for consumer education concepts may be due to limited exposure to consumer situations. Students in metropolitan areas have daily contacts with numerous consumer situations and information causing them to be less concerned about consumer problems. This would seem to be supported by the fact that

community size was not a significant variable for former students. Mobility of this group could have been a factor affecting their perception of the usefulness of consumer education concepts. Since current students in larger communities viewed consumer concepts as less important than students in smaller communities, teachers in larger communities may want to concentrate more on motivational techniques.

School size was a significant variable for current students' perception of usefulness in the subject areas of consumer education concepts of home management, clothing and textiles and child development. Students in middle-sized schools rated concepts higher than those in small or large schools. This could indicate that a variety of motivational strategies which emphasize the relevance of consumer concepts are necessary in both small and large schools.

The number of homemaking courses taken was a significant variable for former students in all subject matter areas. It was significant for current students in the areas of consumer education, home management, housing and home furnishings, clothing and textiles. Both current and former students who had taken three or more homemaking courses consistently had higher mean scores than students who had taken one or two courses. This may indicate that greater exposure to consumer education concepts increases students' perceptions of usefulness of consumer education.

Female students both current and former, perceived consumer education concepts to be more useful than males. This may be because females are more likely to be encouraged to apply consumer education knowledge to a broader scope of subject matter areas as women's roles

expand from the home to include the world of work. However, because of the changing roles of men and women, every effort should be made to encourage males as well as females to participate in all aspects of consumer activities.

The following background variables were not significant in this study: GPA, employment status, marital status and ethnic group. These variables were included in the study under the assumption that they could be significant, but data did not support this assumption.

Summary

Current and former students perceived that consumer education concepts in home economics subject areas were more useful than consumer education concepts taught in the specialized course of consumer education alone. The implications for teaching consumer education would be that after basic consumer education concepts have been taught, they should be interfaced with home economics subject matter areas for the best results. A similar finding showed that students who had taken a larger number of Consumer and Homemaking Courses perceived the consumer education concepts more useful than those who had taken only one or two Consumer and Homemaking Courses. This makes a strong argument for consumer education to be taught in Consumer and Homemaking Education.

Several background variables significantly affected the perceptions of both current and former students regarding the usefulness of consumer education concepts in each of the subject areas. Needs of students with background variables which affected their perception of

consumer education can be met. Motivational strategies can be focused upon concepts which have been perceived as less useful by respondents. This knowledge can be helpful in developing a more effective curriculum for consumer education. Findings of this study have implication for teaching consumer education.

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APPENDICES

APPENDIX A

ADVISORY COUNCIL

CONSUMER EDUCATION IN VOCATIONAL HOMEMAKING EDUCATION

ADVISORY COUNCIL

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Agenda for first Advisory Council meeting

CONSUMER EDUCATION IN VOCATIONAL HOMEMAKING EDUCATION
IN TEXAS

Funded by: The Texas Education Agency
Department of Occupational Education and
Technology
Research Coordinating Unit

AGENDA

Place: Texas Education Agency Building
Fourth Floor Conference Room
Austin, Texas

Date: October 9, 1980

Time: 10:00 a.m.

INTRODUCTIONS AND BACKGROUND OF PROJECT	Dr. Camille G. Bell, Director Dr. Gloria Durr, Co-Director
RELATED RESEARCH ON CONSUMER EDUCATION	Nancy Crossler, Research Assistant Stephen F. Austin State University
PROPOSED SURVEY INSTRUMENT	Betty Campbell, Research Assistant Texas Tech University
SUGGESTIONS FOR METHODOLOGY Area Facilitators Sample Size Analysis of Data Other	Dr. Camille G. Bell Dr. Gloria Durr
INPUT FROM ADVISORY COMMITTEE	
TRAVEL VOUCHERS	
OTHER	
ADJOURNMENT	

Contact letter sent to Advisory Council members

Texas Tech University
Department of Home Economics Education

September 15, 1980

Ms. Jean Barton
Acting Director Vocational Home Economics Education
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

Dear Ms. Barton:

You have been selected to serve on the state advisory council for a project concerned with improving consumer education in vocational homemaking education programs in Texas. The major purpose of the study will be to determine students' perception of the usefulness of consumer education concepts which are taught in the vocational homemaking education courses at the secondary level. Data collected will provide a basis for the improvement of consumer education in Texas. An abstract of the project is enclosed.

This project, directed by Camille G. Bell, Professor and Chairperson of Home Economics Education at Texas Tech University and Gloria E. Durr, Professor and Head of Home Economics at Stephen F. Austin State University is funded by the Texas Education Agency. After a recent meeting in Austin, the director, co-director and several leaders in the agency felt that your interest and expertise in consumer education would be invaluable to the project. We do hope that you can serve and attend the first meeting of the advisory council which will be:

October 9, 1980
10:00 a.m. - 2:00 p.m.
4th floor Conference Room
Texas Education Agency Building
158 East Riverside Drive
Austin, Texas

Travel for council members will be paid according to Texas Education Agency policies.

Box 4170 / Lubbock, Texas 79409 / (806) 742-3037

Your participation as an advisory council member will involve one or two meetings plus an occasional request for your input about the project by mail. We plan to keep you informed of the project activities by sending you copies of quarterly reports of the project. Please let us know your decision about serving on the advisory council and whether you can attend the first meeting. If you have further questions, feel free to call Camille G. Bell, 806-742-3037.

Sincerely yours,

Camille G. Bell
Professor and Chairperson
Department of Home Economics Education
Texas Tech University

Gloria E. Durr
Professor and Head of Home Economics
Stephen F. Austin State University

CGB/dd
enc.

Minutes - Advisory Council Consumer Education in Vocational Homemaking Education in Texas

I

The meeting was held in the Texas Education Agency Building, October 9, 1980, 10:00 a.m. The following were in attendance:

Jean Barton, State Director Vocational Home Economics Education
David Bragg, Assistant Attorney General
Don Williams, Aide to Former Senator Ron Clower
Ann DuPont, Department of Home Economics, University of Texas at Austin
Billie Franke, Coordinator Home and Family Living, Austin Independent Schools
Linda Glosson, Director Home Economics Instructional Materials Center, Texas Tech University
Rebecca Lightsey, Managing Director, Texas Consumer Association
Patricia Lindley, Educational Program Director, Texas Education Agency
Percy Pace, Vocational Administrator, Huntsville Independent School District
Judy Sotelo, Vocational Homemaking Teacher, Southside Independent School District, San Antonio

Research Team:

Dr. Camille G. Bell	Project Director, Texas Tech University
Dr. Gloria E. Durr	Project Co-Director, Stephen F. Austin State University
Betty L. Campbell	Research Assistant, Texas Tech University
Nancy Crossler	Research Assistant, Stephen F. Austin State University

II

Introductions

Members of the advisory board and research team were introduced. Appreciation was expressed to advisory council members for their willingness to serve.

III

Background of Project

Dr. Bell and Dr. Durr elaborated on the rationale for the study and explained the proposed utilization of findings.

IV

Related research on Consumer Education

Nancy Crossler reviewed current literature. Although many studies have been done only two were found which attempted to determine students perceptions of consumer education.

Proposed Survey Instrument - Summary of Ideas discussed

The advisory council reacted to a variety of ideas and approaches for the questionnaire developed by the research team. Suggestions offered are summarized below:

Part A Demographic Information

Background variables which would not be relevant and could be omitted were extra curricular activities in which you are/were involved and grades that you usually make/made.

Part B Consumer Concepts

A concern was expressed regarding the language level of the questionnaire. It was decided it would be acceptable for 11th and 12th grade students and former students. It was noted that the directions for completing this section were omitted. A suggestion was made to use a three point scale rather than five point. General acceptance of content was expressed.

Concern over purpose of study was expressed by some committee members who felt an effectiveness factor should be incorporated.

V

Sampling procedures

Council suggested a sample of former students extending back over a ten year period. Various strategies for composition of sample were proposed, a cluster sample utilizing the ten consulting areas for Vocational Homemaking Education in Texas was agreed upon.

VI

Adjournment

The next advisory council meeting will be held in Austin in late January.

Follow-up letter to Advisory Council members

Texas Tech University
Department of Home Economics Education

October 20, 1980

Mr. David F. Bragg
Assistant Attorney General
Chief Consumer Protection and Anti-trust Officer
Attorney General's Office
Supreme Court Building
P.O. Box 12548
Austin, Texas 78711

Dear Mr. Bragg:

We deeply appreciate your excellent participation in the advisory council meeting for the Consumer Education research project. Your enthusiastic approach generated many helpful suggestions.

I have conferred with Dr. Owen Caskey, Professor of Education, who is the Educational Research Consultant for Texas Tech University about some of the proposed changes. He indicated that a control group was not necessary since this is not an experimental study. Therefore, we will continue to make this an attitudinal study. He felt that the variables of socio-economic level and ethnic groups could possibly be valuable indicators of projected curriculum change. He also suggested the rating scale be changed to a four point system which does not allow for a middle position and the addition of a zero or not useful category.

Your suggestions for changes in the survey instrument have been made and a copy of the revised questionnaire enclosed. Please let us know if you have further suggestions.

January 27 at 9:30 a.m. seems to be a good date for our next meeting. Please place this date on your calendar. We will send details later.

Again, thank you for your outstanding contributions.

Camille G. Bell

Gloria E. Durr

Box 4170 / Lubbock, Texas 79409 / (806) 742-3037

Letter sent to Advisory Council members

Texas Tech University
Department of Home Economics Education

January 16, 1981

Dr. Ann DuPont, Assistant Professor
Department of Home Economics
University of Texas at Austin
Austin, Texas 78712

Dear Dr. DuPont:

The research project on Consumer Education in Vocational Homemaking Education in Texas is progressing on schedule. Our January advisory council meeting will be:

Tuesday, January 27, 1981
9:30 a.m.
Fourth Floor Conference Room
Texas Education Agency Building
Austin, Texas

We are looking forward to meeting with you again and sharing the progress which has been made. Your input is an invaluable part of the project. We do appreciate the time and expertise you provide.

Sincerely yours,

Camille G. Bell
Chairman, Home Economics Education
Texas Tech University

Gloria E. Durr
Chairman, Home Economics Dept.
Stephen F. Austin State University

Box 4170 / Lubbock, Texas 79409 / (806) 742-3037

Agenda for Second Advisory Council meeting

Consumer Education in Vocational
Homemaking Education in Texas

Funded by: The Texas Education Agency, Department of Occupational Education and Technology, Research Coordinating Unit

Agenda

Place: Texas Education Agency Building
Fourth Floor Conference Room
Austin, Texas

Date: January 27, 1981
Time: 9:30 - 11:30 a.m.

PROJECT UPDATE	Camille G. Bell, Director Gloria E. Durr, Co-Director
DATA COLLECTION	Betty Campbell Research Assistant Texas Tech University
FINAL REPORT	Nancy Crossler, Research Assistant Stephen F. Austin State University
DATA ANALYSIS	Camille G. Bell
INPUT FROM ADVISORY COMMITTEE	
TRAVEL VOUCHERS	
ADJOURNMENT	

Minutes of Advisory Council Meeting

Austin, Texas
January 27, 1981

9:30 a.m.

Advisory Council members in attendance were:

Mrs. Jean Barton	Dr. Linda Glosson
Dr. Ann DuPont	Mrs. Pat Lindley
Mrs. Billie F. Franke	Mr. Percy Pace

and the project directors, Dr. Camille Bell and Dr. Gloria Durr, and their research assistants, Nancy Crossler and Betty Campbell.

Dr. Bell reported that suggestions made by council members regarding sample selection and rating scale for the questionnaire were incorported as fully as possible after conferring with Texas Tech's statisticians.

Betty Campbell explained the stratification and cluster designations used for the study. The areas are those designated by Texas Education Agency Homemaking Education as Consultative Areas. Each area is then stratified by school class size using the Athletic Conference designations. The total sample size is 1500. This allows for a 20 percent addition for non-returns. An area facilitator was selected from each of the ten Consultative Areas. The procedures for each facilitator were explained.

Pat Lindley raised the question of random selection of students. This was clarified. The point was made that a real effort must be made to insure random procedures are followed by participating teachers.

A letter was written to the administrator of each teacher serving as an area facilitator thanking them for allowing the teacher to participate in the project. A copy was also sent to the teacher for her files.

A news release will be written about the area facilitators participation in the project. It will appear in her local paper shortly before the February meeting.

Pluses for the project were pointed out by council members such as; area facilitators are learning about research; the area advisory committee chairpersons are being utilized in a way never done before. The facilitators are very enthusiastic about the project and are taking initiative in data collection.

Dr. Bell explained the background variables which are to be covered in the questionnaire. After much discussion it was decided not to include the socio-economic level of the student as there were too many intervening factors to allow for accurate designation. Other variables to be considered include enrollment status, education level, school size designation, size of community, GPA, employment status, sex, marital status, ethnic background and number of homemaking courses taken. An item by item analysis for the entire sample will also be done.

Nancy Crossler thanked advisory council members who sent materials to SFA for the project. The first and third chapters are completed at this time. The chapters on results and survey are left to do.

The final item of business was a brief discussion of dissemination method for findings.

The meeting was adjourned.

Letter sent to advisory council members who attended the January meeting

Texas Tech University
Department of Home Economics Education

February 6, 1981

Mr. Percy Pace
Vocational Administrator
Huntsville Independent School District
Box 959
Huntsville, Texas 77340

Dear Mr. Pace:

It was so nice seeing you again at the advisory council meeting. Your input makes a vital contribution to the research project.

We have mailed the questionnaires to participating teachers. Hopefully we will soon begin tabulating data.

Thank you again for taking time from a busy schedule to attend the advisory council meeting. We do appreciate your interest and support for the project.

Sincerely,

Camille G. Bell
Texas Tech University

Gloria E. Durr
Stephen F. Austin State University

Box 4170 / Lubbock, Texas 79409 / (806) 742-3037

Letter to advisory council members who were unable to attend January meeting

Texas Tech University
Department of Home Economics Education

February 9, 1981

Mr. Don Williams
Aide to Former Senator Ron Clower
Senate Subcommittee on
Consumer Affairs
P.O. Box 12608
Austin, Texas 78711

Dear Mr. Williams:

We were sorry you were unable to attend the advisory council meeting of the Consumer Education in Vocational Homemaking project last week. Your input provides valuable assistance in proceeding with the project. The committee seemed excited about our progress with the data collection. We have designated a teacher from each area as an area facilitator. In addition each area was stratified for school size by using the athletic conference school size designations. The enthusiasm of the area facilitators is very contagious. They are most supportive of the project.

Questionnaires have been mailed to teachers. The data tabulation forms are being compiled so we feel we are still ahead of schedule.

The committee was most helpful in determining which demographic variables would be important to the study. We appreciate your contribution to this project through membership on the advisory council.

Sincerely,

Camille G. Bell
Texas Tech University

Gloria E. Durr
Stephen F. Austin State University

Box 4170 / Lubbock, Texas 79409 / (806) 742-3037

APPENDIX B

AREA FACILITATORS

PROJECT FACILITATORS:

Area 1	Bobbye Dennis Kress High School Kress, Texas	(806) 684-2651
Area 2	Ione Stroud Vocational Homemaking Supervisor El Paso Public School P.O. Box 1710 El Paso, Texas 79999	(915) 779-4067
Area 3	Willene Bott East Bernard High School Drawer 2 East Bernard, Texas 77435	(713) 335-7519
Area 4	Carolyn Atkins Wylie High School Rt. 7, Box 700 Abilene, Texas 79605	695-1910 school (915) 698-4455 home
Area 5	Karen Deck Lewisville High School 1098 W. Main Lewisville, Texas 75067	(214) 221-3535
Area 6	Sarah Hughes Hallsville High School Box 247 Hallsville, Texas	(214) 668-2614 ext. 203
Area 7	Miss Margaret Buentello Homemaking Education John Jay High School 7611 Marbock Road San Antonio, Texas 78240	(512) 673-0701
Area 8	Jan Wynn P.O. Box 575 Hewitt, Texas 76643	675-3701 (817) 662-3145 home
Area 9	Virginia Alders 7145 Center Highway Nacogdoches, Texas 75961	564-1096 (713) 564-2644 school
Area 10	Virginia Pinkston Edinburg High School 601 W. Freddie Gonzales Edinburg, Texas 78539	(512) 381-0932

CONSULTATIVE AREAS

Area 1 Mrs. Ima Dora Haile, 812 W. 8th Street, Suite 10A, Plainview, TX 79072

Armstrong, Bailey, Briscoe, Carson, Castro, Childress, Cochran, Collingsworth, Cottle, Crosby, Dallam, Deaf Smith, Dickens, Donley, Floyd, Gray, Hale, Hall, Hansford, Hartley, Hemphill, Hockley, Hutchinson, King, Lamb, Lipscomb, Lubbock, Moore, Motley, Ochiltree, Oldham, Parmer, Potter, Randall, Roberts, Sherman, Swisher, Wheeler.

Chairman - Bobbye Dennis, Kress High School, Kress, TX 79052

Area 2 Gay Nell McGinnis, Drawer 1469, Big Spring, TX 79720

Andrews, Borden, Brewster, Coke, Crane, Crockett, Culberson, Dawson, Ector, El Paso, Fisher, Gaines, Garza, Glasscock, Howard, Hudspeth, Irion, Jeff Davis, Kent, Loving, Lynn, Martin, Midland, Mitchell, Nolan, Pecos, Presidio, Reagan, Reeves, Schleicher, Scurry, Sterling, Stonewall, Sutton, Terrel, Terry, Tom Green, Upton, Ward, Winkler, Yoakum.

Chairman - Diann Keller, Senora High School, 807 S. Concho, Senora, TX 76950

Area 3 Vacant Suite 619, 6300 Hillcroft, Houston, TX 77081

Austin, Brazoira, Colorado, Fayette, Fort Bend, Galveston, Harris, Jackson, Lavaca, Matagorda, Waller, Washington, Wharton.

Chairman - Willene Bott, East Bernard High School, Drawer 2, East Bernard, TX 77435 Phone - 713-335-7519

Area 4 Mrs. Mary Alice Craig, Box 1217, Stephenville, TX 76401

Archer, Baylor, Brown, Callahan, Clay, Coleman, Comanche, Concho, Eastland, Erath, Foard, Hamilton, Hardeman, Haskell, Hood, Jack, Jones, Knox, Lampasas, McCulloch, Montague, Mills, Palo Pinto, Parker, Runnels, San Saba, Shackelford, Somervell, Stephens, Taylor, Throckmorton, Wichita, Wilbarger, Wise, Young.

Chairman - Mrs. Carolyn Atkins, Wylie High School, 7049 Buffalo Gap Road, Abilene, TX 79605

Area 5 Virginia Chancellor, P.O. Box 1907, Denton, TX 76201

Collin, Cooke, Dallas, Denton, Grayson, Kaufman, Rockwall, Tarrant.

Chairman - Karen Deck, 1098 W. Main, Lewisville, TX 75067 Phone - 214-221-3535 Ext. 242

Area 6 Mrs. Norma Shipman, P.O. Box 7, (Gilmer Street and Interstate 30), Sulphur Springs, TX 75482

Bowie, Camp, Cass, Delta, Fannin, Franklin, Gregg, Harrison, Hopkins, Hunt, Lamar, Marion, Morris, Panola, Rains, Red River, Rusk, Smith, Titus, Upshur, Van Zandt, Wood.

Chairman - Sarah Hughes, Hallsville High School, Box 247, Hallsville, TX 75650

Area 7 Mrs. Phoebe Denney, 201 East 11th, Austin, TX 78701

Bandera, Bastrop, Bell, Bexar, Blanco, Burnet, Caldwell, Comal, Edwards, Gillespie, Gonzales, Guadelupe, Hays, Kendall, Kerr, Kimble, Kenney, Lee, Llano, Mason, Medina, Menard, Real, Travis, Uvalde, Val Verde, Williamson, Wilson.

Chairman - Emilie Pressler, Tivy High School, 1607 Sidney Baker, Kerrville, TX 78028

Area 8 Mrs. Ruth Wingo, Suite 204, Forest Park Center, 7111 Bosque Boulevard, Waco, TX 76710

Anderson, Bosque, Brazos, Burleson, Coryell, Ellis, Falls, Freestone, Grimes, Henderson, Hill, Johnson, Leon, Limestone, Madison, McLennan, Milam, Navarro, Robertson.

Chairman - Jan Wynn, P.O. Box 575, Hewitt, TX 76643

Area 9 Mrs. Gwen Moser, P.O. Box 822 (F. J. Hefner Office Building, 318 North Fifth) Corckett, TX 75835

Angelina, Chambers, Cherokee, Hardin, Houston, Jasper, Jefferson, Liberty, Montgomery, Nacogdoches, Newton, Orange, Polk, Sabine, San Augustine, San Jacinto, Shelby, Trinity, Tyler, Walker.

Chairman - Virginia Alders, 7145 Center Hwy. Nacogdoches, TX 75961 Phone - 564-1096

Area 10 Mrs. Bobbie Moore, Suite 43, 4639 Corona, Plaza Business Park, Corpus Christi, TX 78412

Aransas, Atascosa, Bee, Brooks, Calhoun, Camerson, Dewitt, Dimmit, Duval, Frio, Goliad, Hidalgo, Jim Hogg, Jim Wells, Karnes, Kenedy, Klenberg, LaSalle, Live Oak, Maverick, McMullen, Nuesces, Rufugio, San Patricio, Starr, Victoria, Webb, Willacy, Zapata, Zavala.

Chairman - Virginia Pinkston, Edinburg High School, 601 W. Freddie Gonzales, Edinburg, TX 78539

Letter to Area Facilitators

STEPHEN F. AUSTIN STATE UNIVERSITY
Nacogdoches, Texas 75962

Department of Home Economics
Box 13014, SFA Station

October 29, 1980

Mrs. Bobbye Dennis
Kress High School
Kress, Texas

Dear Bobbye:

Consumer Education in Vocational Homemaking Education in Texas is the title of a Texas Education Agency grant directed by Camille Bell of Texas Tech University and co-directed by Gloria Durr of Stephen F. Austin State University. The research project is designed for 1980-81 and was initiated September 1, 1980. You have been identified by Mrs. Jean Barton and your area TEA consultant as a key person in your part of the state to assist with the project. You were selected to serve as one of ten area facilitators to assist with data collection. An abstract of the project is enclosed and provides an overview of the plan to be used.

We sincerely hope that you will be able to participate and to assist with the research project. An orientation session to meet the project staff and to review procedures for implementation has been scheduled for November 13, at 9 a.m. in Austin, Texas. The workshop/meeting will be in the TEA conference room, outside the office for Homemaking Education, at 158 E. Riverside, Austin, Texas. We expect the meeting to be over no later than 1:00 p.m. that day.

Travel and expense per diem will be paid, based on the state schedule, by Texas Tech University.

We look forward to your participation and to working with you on November 13. Please let us hear from you.

Sincerely,

Camille G. Bell
Chairman, Home Economics Education
Texas Tech University

Gloria Durr
Chairman, Home Economics
Stephen F. Austin State University

Enclosure

Agenda for first Area Facilitators meeting

CONSUMER EDUCATION IN VOCATIONAL HOMEMAKING EDUCATION
IN TEXAS

Funded by: The Texas Education Agency
Department of Occupational Education and
Technology
Research Coordinating Unit

AGENDA

Place: Texas Education Agency Building
Fourth Floor Conference Room
Austin, Texas

Date: November 13, 1980

Time: 9:00 a.m.

INTRODUCTIONS AND BACKGROUND OF PROJECT	Camille G. Bell, Director Gloria E. Durr, Co-Director
RELEVANCE OF THE PROJECT TO VOCATIONAL HOMEMAKING EDUCATION IN TEXAS	Jean Barton, Acting Director Vocational Homemaking Ed., TEA
OVERVIEW OF CONSUMER EDUCATION	Nancy Crossler, Research Assistant Stephen F. Austin State University
PROCEDURE FOR DATA COLLECTION SURVEY INSTRUMENT AREA FACILITATORS' RESPONSIBILITIES TEACHER PARTICIPANTS' RESPONSIBILITIES	Betty Campbell, Research Assistant Texas Tech University
INPUT FROM AREA FACILITATORS ON PROJECT PROCEDURE	
UTILIZATION OF RESEARCH FINDINGS	Camille G. Bell Gloria E. Durr
SUGGESTIONS FOR SPRING MEETING	
TRAVEL VOUCHERS	
OTHER	
ADJOURNMENT	

Minutes of meeting of Area Facilitators for Consumer Education in Vocational Homemaking Education in Texas.

I. The meeting was held in the Texas Education Agency Building, November 13, 1980, 9:00 a.m. The following areas were represented:

Area I	Bobbye Dennis, Kress High School
Area III	Willene Bott, East Bernard High School
Area IV	Carolyn Atkins, Wylie High School
Area V	Karen Deck, Lewisville High School
Area VI	Phoebe Denney (Temporary)
Area VIII	Jan Wynn, Clifton High School
Area X	Virginia Pinkston, Edinburg High School

Sarah Hughes will represent area VI and Virginia Alders will represent area IV, but they were unable to attend the meeting. Mrs. Jean Barton represented the Texas Education Agency.

Research Team:

Dr. Camille G. Bell, Project Director, Texas Tech University
Dr. Gloria E. Durr, Project Co-Director, Stephen F. Austin State University
Betty Campbell, Research Assistant, Texas Tech University
Nancy Crossler, Research Assistant, Stephen F. Austin State University

II. Area facilitators and research teams were introduced. Appreciation was expressed to area facilitators for willingness to serve.

III. Relevance of project to Vocational Homemaking Education in Texas. Jean Barton explained it is obvious to those of us in Home Economics that we do a good job in Consumer Education. We need something concrete to show that we do have an impact. This project is the first step in such a study. It covers the basics and will be used to improve curriculum and techniques of consumer education to make it more relevant to students' needs.

IV. Overview of project research in Consumer Education in Vocational Homemaking. Nancy Crossler explained the variety of definitions of consumer education and summarized research studies that have done.

V. Review of Procedures and Questionnaire.
Procedure for selecting participating teachers and contacting students were explained. It was decided area facilitators would distribute and collect questionnaires and then forward them to Texas Tech for tabulation. Participating teachers representative of each school conference designation will be selected by area facilitators. Area facilitators may also serve as a participating teacher. General acceptance of procedures and questionnaire and enthusiasm for the project were expressed by the area facilitators.

VI. Additional Discussion and Suggestions
The addition of teaching strategies and resources to the final report was suggested. A letter will be written to each area

facilitator's principal thanking them for cooperating and mentioning the spring meeting. Area newspapers will be sent a news release before the spring meeting explaining role of facilitators. The spring meeting date was set for February 26 in Austin.

VII. The meeting was adjourned.

Letter to project facilitators not attending the Austin meeting.

Texas Tech University
Department of Home Economics Education

December 5, 1980

Miss Margaret Buentello, Teacher
Homemaking Education
John Jay High School
7611 Marbach Road
San Antonio, Texas 78240

Dear Margaret:

We were sorry you were not able to meet with us in Austin, November 13. Your help with the Consumer Education in Vocational Homemaking Education in Texas project is appreciated. The spring meeting in Austin is set for February 26. In the meantime, we know you are anxious to begin contacting your participating teachers.

Copies of materials which were distributed and discussed at the November meeting to help you get started with the project are enclosed.

THE BLUE SHEET

This explains your procedures. You will need to select four participating teachers, each of whom will represent a school which falls within the listed conference designation. The number of replies needed from each student category and each school size designation was determined by the number of total students represented in each category. In the case of the small, A and 6-man category, you may need to select two teachers in order to obtain enough students. If you wish to serve as a participating teacher (several area facilitators are electing to do this), that is quite alright.

THE LETTER

This is a sample of suggested content to use when contacting your participating teachers. You may just type in the name of selected teachers or write a more personalized letter, whichever you prefer. Stamps are enclosed for your use.

THE GREEN SHEET

This provides direction for participating teachers. It's to be sent to the participating teacher when she has agreed to help with the project.

Box 4170 / Lubbock, Texas 79409 / (806) 742-3037

THE WHITE FORM

This is a listing of participating teachers from your area. When you have all of your participating teachers committed, fill in this form and return to Dr. Camille G. Bell, Texas Tech University.

The contact and follow-up letters for students are being typed and we hope to have them ready soon. The questionnaire is in progress also. As soon as these are ready, early in 1981, we will mail them to you for distribution to your participating teachers. We do need their names before we can get the questionnaires to you.

Thank you again for your support and help with this project.

Wishing you a joyous holiday season.

Sincerely,

Camille G. Bell
Project Director

Gloria E. Durr
Project Co-Director

Letter to Area Facilitators

TEXAS TECH UNIVERSITY
Department of Home Economics Education

TO: Area Facilitators

FROM: Betty Campbell

RE: Materials for participating teachers

DATE: December 1, 1980

I'm enclosing a copy of the letter Dr. Bell sent to your supervisor. We do appreciate your help and enthusiasm for the project. Also enclosed are the letters to prospective participating teachers, procedures for participating teachers, revised procedure for area Facilitators, and the sheet you need to return to Tech regarding names of your participating teachers.

The letters to student participants are at the printers so I'll be forwarding them to you as soon as we get them.

Hope you have a very enjoyable holiday season. I'll be looking forward to seeing you in February.

Happy Holidays

Procedures For Area Facilitators

1. Identify teacher participants from each of the following school conference categories:

School Conference Designation	Number of Student Responses Needed		
	Current 11-12th grade Vocational Homemaking Students	Former Vocational Homemaking Students Enrolled 1969-74	Enrolled 1975-79
AAAAA & AAAA	15	15	15
AAA	6	6	6
AA	8	8	8
A & 6-Man	19	19	19

Utilize the useful Homemaking teachers on your area advisory council, if possible.

2. Send a letter (see sample for suggested content) to the teacher participants identified above asking them to contact the number of students needed for the study from current and former student categories. Include the appropriate number of student responses needed for their particular conference designation as shown on the table above.

3. Send Texas Tech University the names, addresses and school conference designation of participating teachers and their principals on the enclosed form.

4. Supply participating teachers with directions for administering questionnaire, questionnaires, sample student contact letters and two return envelopes (one for current students - one for former students. Former students envelope will require more postage.)

5. In two weeks check with participating teachers on questionnaires which were completed by current students to see if they have been mailed to you.

6. Check again in two weeks on rate of return from former students. Participating teachers will need to determine whether a follow-up letter is needed and send one to students, if necessary, and/or contact additional students in order to obtain the necessary number of responses.

Roster of Principals to whom letters were sent

Area I	Mr. Maxey McKnight, Kress High School, Kress Texas
Area III	Mr. Dale Pitts, East Bernard High School, East Bernard, Texas
Area IV	Mr. Charles Perkins, Wylie High School, Abilene, Texas
Area V	Dr. Glen Neswick, Lewisville High School, Lewisville, Texas
Area VI	Mr. Votto Gaddis, Hallsville High School, Hallsville, Texas
Area VII	Mr. Roger Harris, John Jay High School, San Antonio, Texas
Area VIII	Mr. Joe Bryan, Clifton High School, Clifton, Texas
Area IX	Mr. J. R. Johnston, Nacogdoches High School, Nacogdoches, Texas
Area X	Mr. Ruben Carrera, Edinburgh High School, Edinburg, Texas

Letter to Area Facilitator's Administrator

Texas Tech University

Department of Home Economics Education

January 30, 1981

Mr. Joe Bryan, Principal
Clifton High School
1102 N. Ave. N.
Clifton, Texas 76634

Dear Mr. Bryan:

We appreciate so much your making it possible for Mrs. Jan Wynn to participate in the Area Facilitators Meeting for our research project on Consumer Education. This project, funded by the Texas Education Agency will hopefully result in the improvement of Consumer Education in vocational homemaking education in Texas.

Mrs. Wynn gave valuable input in developing the procedures for collecting data in her area. As facilitator, she will contact four or five teachers who will administer a questionnaire to vocational homemaking education students who are currently in the eleventh or twelfth grades and to former students.

We have planned one more meeting for the Area Facilitators. It will be held in Austin, February 26, 1981. We hope that it will be possible for Mrs. Wynn to attend this meeting also.

Again, thank you for your splendid cooperation.

Camille G. Bell
Project Director

Gloria E. Durr
Project Co-Director

CGB/pa
cc teacher

93

Box 4170 / Lubbock, Texas 79409 / (806) 742-3037

News release in Area Facilitator's local paper

Virginia Pinkston is one of the ten vocational homemaking teachers in Texas who is serving as an area facilitator for a Consumer Education research project. The project is funded by the Texas Education Agency. The purpose of the study is to determine present and former students' perceptions of the usefulness of Consumer Education. The findings will be used to improve Consumer Education in Texas by making programs more relevant to students.

The facilitators met in Austin in November and were briefed on the project by Dr. Camille G. Bell, Texas Tech University, project director and Dr. Gloria E. Durr, Stephen F. Austin State University, project Co-Director. Since then, each facilitator has selected teachers representing schools of various sizes from throughout this area to participate in the study. These teachers will administer a questionnaire which asks students to identify their consumer needs and interests. Some of the concepts included are: budgeting, savings and investments, credit, insurance, social security, purchasing, rights and responsibilities of the buyer and seller, the interrelationships in the world economy and family money management. Also included are consumer protection and legislation, decision making, sales practices and advertising, family transportation needs, automotive products and services, housing and home furnishings.

Findings from the research will be utilized in several ways such as in-service conferences for teachers, updating of teacher educators at universities and revision of Consumer Education materials in the statewide Home Economics Instructional Materials Center, housed at Texas Tech University.

Mrs. Pinkston and the other area facilitators from across the state will be meeting with Dr. Bell and Dr. Durr in Austin on February 26, 1981, to work on the project.

Letter to Area Facilitators

Texas Tech University
Department of Home Economics Education
February 9, 1981

Mrs. Virginia Alders
Vocational Homemaking Teacher
Nacogdoches High School

Dear Virginia:

Time for our next meeting is fast approaching. Remember that the date is:

Thursday, February 26
9:00 a.m.
Fourth Floor Conference Room
TEA Building on Riverside Drive

The toll free number to call for reservations at the La Quinta, Highland Mall or La Quinta, North in Austin is (800) 292-5200. We have reservations at La Quinta, Highland Mall. The other La Quinta, is relatively close if you can't get a reservation at the Highland Mall one. If you are arriving Wednesday evening, we will try to get a group together for dinner and some stimulating conversation.

We are progressing very nicely with the project. Packets of questionnaires, procedure sheets, instructions for administering the questionnaire and return envelopes with your name on them were mailed to each of your participating teachers February 5. If you have received any completed questionnaires by the February 26 meeting, please bring them with you and we'll pick them up.

I am enclosing envelopes and postage stamps for you to forward the completed questionnaires to Texas Tech University. We are anxious to begin tabulating data as soon as possible, so feel free to return the questionnaires as you receive them rather than waiting to return all from your area at one time. I've also enclosed a copy of the listing of your teachers and the number of questionnaires mailed to each of them. Hopefully this will help you with any follow-up you may need to do.

A news release for your local paper is also enclosed. We would like you to forward it to the newspaper of your choice so you will receive some recognition for your part in the project.

If you have any questions, please feel free to call us. We'll be looking forward to seeing you February 25 or 26.

Sincerely yours,

Camille G. Bell
Texas Tech University

Gloria E. Durr
Stephen F. Austin State University

enclosure
pa

Box 4170 / Lubbock, Texas 79409 / (806) 742-3037

Agenda for second Area Facilitators meeting

Consumer Education in Vocational
Homemaking Education in Texas

Funded by: The Texas Education Agency Department of Occupational Education
and Technology
Research Coordinating Unit

AGENDA

Place: Texas Education Agency Building
Fourth Floor Conference Room
Austin, Texas

Date: Feb. 26, 1981
Time: 9:00 - 11:30 a.m.

PROJECT UPDATE	Camille G. Bell, Director Gloria E. Durr, Co-Director
DATA TREATMENT	Betty Campbell Research Assistant Texas Tech University
DEVELOPING GUIDELINES FOR TEACHING CONSUMER EDUCATION	Nancy Crossler Research Assistant Stephen F. Austin State University
DISSEMINATION PLANS	Camille G. Bell Gloria E. Durr
INPUT FROM AREA FACILITATORS	
TRAVEL VOUCHERS	
ADJOURNMENT	

APPENDIX C

PARTICIPATING TEACHERS

Roster of Teachers Participating in Data Collection

Area: I
Facilitator: Bobbye Dennis

Teachers	School Conference Designation	Current Students	Former Students
Beverly Cowan	4 5A	15	30
Linda Funk	3 A	6	12
Vicki Pryor	2 A	8	16
Kathy Via	1 A	19	
Anna McArthur	1 A		19
Cassandra Cargile	1 A		19

Area: II
Facilitator: Ione Gill Stroud

Teachers			
Mary Rattan	5 A	8	15
Louise Bollinger	4 A	7	15
Frances Graham	3 A	6	12
Dana Ray Owens	2 A	8	16
Janet Wheatley	1 A	19	38

Area: III
Facilitator: Willene Bott

Teachers	School Conference Designation	Current Students	Former Students
Cynthia Parker	4-5A	8	15
Catherine Payne	4-5A	7	15
Willene Bott	3 A	6	12
Sue Farris	3 A	6	12
Bernadette Davidson	2 A	8	16
Mildred Spanihel	2 A	8	16
Betty Henderson	1 A	9	19
Doretta Holloway	1 A	10	19

Area: IV
Facilitator: Carolyn Atkins

Teachers			
Denise Lowry	4-5A	15	30
Carolyn Atkins	3 A	6	12
Rita Winters	2 A	8	16
Louise Chambers	1 A	19	38

Area: V
Facilitator: Karen Deck

Teachers			
Mary Nan Story	4-5A	15	30
Ella Jo Adams	3 A	6	12
Shelly Langley Elizabeth Higgs	2 A	8	16
Linda Biffle Sutton	1 A	19	38

Area: VI
Facilitator: Sarah Hughes

Teachers	School Conference Designation	Current Students	Former Students
Ora Taylor	4-5A	15	30
Georgia Scott	3 A	6	12
Peggy Ogden	2 A	8	16
Nelma Dodd	1 A	10	20
Jackie Calicutt	1 A	9	18

Area: VII
Facilitator: Margaret Buentello

Teachers			
Margaret Buentello	4-5A	15	30
Doris Schwausch	3 A	6	12
Willie Everett	2 A	8	16
Delma Tovar	1 A	4	7
Patsy Palmer	1 A	4	7
Katie Garrett	1 A	4	8
Patsy Wotipka	1 A	4	8
Carolyn Jackson	1 A	4	8

Area: VIII
Facilitator: Jan Wynn

Teachers			
Vivian Hicks	4-5A	15	30
Betty Penney	3 A	6	12
Jan Wynn	2 A	8	16
Kim Doss	1 A	19	
Donnaleta Wadill	1 A		19
Ruth Yelvington	1 A		19

Area: IX
Facilitator: Virginia Alders

Teachers	School Conference Designation	Current Students	Former Students
Penney Beasley	4-5A	15	30
Jane Elliott	3 A	6	12
Bobbye Clay	2 A	8	16
Linda Hollis	1 A	19	36

Area: X
Facilitator: Virginia Pinkston

Teachers			
Virginia Pinkston	4-5A	15	30
Janet Morgan	3 A	6	12
Merle Johnson	2 A	8	16
Marla Ramirez	1 A	19	38

Letter to secondary vocational homemaking teachers participating in data collection

Texas Tech University

Department of Home Economics Education

Dear Participating Teacher:

You have been selected to participate in a project to determine current and former students' perception of the usefulness of consumer education concepts taught in the useful vocational homemaking classes in Texas. This project is directed by Dr. Camille G. Bell, Texas Tech University and Dr. Gloria E. Durr, Stephen F. Austin State University and funded by the Texas Education Agency. I am serving as the area facilitator for our area.

Consumer experts feel that it is important to ascertain what students perceive to be the most useful consumer concepts required for making consumer choices in real life. To do this, we need your help. Would you be willing to contact ___ current students and ___ former students and ask them to complete a questionnaire rating the usefulness of consumer education concepts in each subject matter area of vocational homemaking? This data will need to be collected in early 1981. In the meantime, you could select your participants. These students need to be randomly selected from the following categories:

- 11th and 12th grade students currently enrolled in any useful vocational homemaking class.
- former vocational homemaking students who left school in the five year period from 1969-1974, and
- former vocational homemaking students who left school in the five year period from 1975-1979.

This random selection may be done as informally as placing all names of students in a hat and selecting the sample or selecting every n-th student from your file. The important thing is to avoid selecting a specific group which might bias the results of the study.

We would greatly appreciate your help with this project. Letters to former students, postage and questionnaires will be provided. The questionnaire and collection system has been cleared by both the Stephen F. Austin State University and Texas Tech University Human Subjects Boards.

The results will be utilized to make the Texas Conceptual Framework more pertinent to student needs and interests in consumer education. The findings of the study, teaching strategies and a resource list will be shared with you when the study is completed.

If you would be willing to participate in this study, please contact me as soon as possible. In return, I will send you the appropriate number of questionnaires.

Sincerely yours,

Box 4170 / Lubbock, Texas 79409 / (806) 742-3037

Letter to secondary vocational homemaking teachers participating in data collection

We appreciate your participation in the Consumer Education in Vocational Homemaking in Texas research project. The materials you will need are enclosed. Your packet should include the items checked below:

Materials For Currently Enrolled Students

_____ Questionnaires

_____ Directions for administering questionnaire to currently enrolled students

_____ Large envelope and postage

Materials For Formerly Enrolled Students

_____ Questionnaires--stamped and addressed

_____ Directions for administering questionnaire to former students

_____ Letters to former students

_____ Stamped envelopes for mailing questionnaire and letter to students

_____ Follow up letters

_____ Stamped envelopes for mailing follow up

_____ Large envelope and postage

If you have any questions, please feel free to contact us. We hope this project will be beneficial to you by providing information to be used in developing Consumer Education curriculum that will be relevant to student needs and interests.

Sincerely yours,

Camille G. Bell
Project Director
Home Economics Education
Texas Tech University

Gloria E. Durr
Project Co-Director
Home Economics Department
Stephen F. Austin State University

Procedures for Participating Teachers

Directions For Administering Questionnaire to Currently Enrolled Students

1. Secure approval for participation in the project from appropriate administrator.

2. Procedures for collecting current student data:

   Randomly select appropriate sample size, _____ 11th and 12th grade students, who are currently enrolled in any useful vocational homemaking course.

3. Review the questionnaire, noting the format, content and student directions.

4. Administer the questionnaire.
   A. Briefly explain the project verbally to students using the information below:
      1. Purpose of the project -
         Determine which consumer concepts students regard as most useful to them.

         Use the information provided by students on the questionnaire to improve the consumer education portion of the Useful Homemaking Curriculum.

      2. How students can help -
         Filling out the questionnaire will tell us which consumer concepts they regard as most useful for them to study.

      3. Protection of privacy of answers -
         Names are not used on questionnaire. Questionnaires are sealed by student before being returned to the teacher.

   B. Hand out questionnaire and briefly review format and content:
      1. Read aloud "To The Student".

      2. Ask students if they have questions regarding completion of Part A, "About You the Student" and "About Your Family".

      3. Instruct students to complete Part A, background information, and wait for instructions to proceed to Part B.

      4. When students have completed Part A, proceed to Part B. Read aloud directions for indicating student's perceptions for the usefulness of each concept. Ask if the students have any questions regarding how to fill in responses.

5. Have students complete Part B. Ask them to staple or tape the booklet closed and place completed questionnaire in the large stamped-addressed envelope provided.

C. After administering questionnaire:
   1. Mail completed questionnaires to me (area facilitator).

   2. Include a card with teacher's name, school name, number of responses enclosed, and status of students responding. (Current students).

Procedures For Participating Teachers

Directions for Administering The Questionnaire To Former Students

1. Secure approval for participation in the project from appropriate administrator.

2. Randomly select former vocational homemaking students from the school files. Random selection may be done by placing all names in a hat and drawing the required number, selecting every n-th student, or any method that assures each student an equal opportunity to be selected. You will need _____ former students who left school during the period 1969-74 and _____ former students from 1975-79.

3. Write name of randomly selected former students on letters including a personal note, if appropriate. Before mailing questionnaire to student, write year he/she left school inside front cover in upper right hand corner of the page. Copies of the sample letter are enclosed.

4. Mail letter and stamped-addressed questionnaire to selected students.

5. If a letter is returned unclaimed, go to the next name in the file or draw another name and send them a letter and questionnaire.

6. In three weeks send students a follow-up letter if necessary. (See sample for suggested content).

7. When the questionnaires have been returned to you, mail completed questionnaires to me (area facilitator) in the envelope provided.

Letter sent by participating teachers to former students.

Dear Former Student:

You have been selected to participate in a study to determine the usefulness of consumer education concepts taught in the useful vocational homemaking classes you took while in school. I am assisting in the data collection and have identified key people to provide input. This project is directed by Dr. Camille G. Bell, Texas Tech University and Dr. Gloria E. Durr, Stephen F. Austin State University. It is funded by the Texas Education Agency.

Because you have now had some time to use your consumer skills in real life consumer situations, I felt you could provide some valuable information about what will be useful for students. The information you provide will help teachers determine what is most important for their students to know about consumer education. It will also be used in revising the Texas Conceptual Framework and for the development of home economics instructional materials for Texas Public Schools.

Your name will not be used on the questionnaire. We are interested only in anonymous opinions.

Will you take a few minutes to complete the enclosed questionnaire?

Part A is composed of general information items. A check mark should be placed beside the appropriate item. The blanks should be filled in with the information requested.

Part B lists consumer education concepts. You are asked to rate how useful they are to you.

Regardless of whether you have studied all of the concepts, please rate them to determine their usefulness in consumer education. When you have rated every item please fold the questionnaire to show the address. Staple or tape closed and mail to me within two weeks.

I will greatly appreciate your participation in this project. If you have any questions, please contact me.

Sincerely,

Follow-up letter sent by participating teachers to former students

Dear Former Student:

Several days ago you should have received a letter and questionnaire from me. I requested your help with a research project involving the usefulness of consumer concepts in vocational homemaking education in Texas. Response from every person is vital, since only a limited number of former students were selected to participate.

If you need another questionnaire or have any questions about the study, please feel free to contact me. I'll be glad to answer any questions you may have.

If you have already mailed the completed questionnaire to me, please disregard this request. Thank you again for your help, and warmest personal regards.

Sincerely,

APPENDIX D

RATING SCALE QUESTIONNAIRE

OPINIONS OF FORMER AND PRESENT STUDENTS REGARDING USEFULNESS OF CONSUMER EDUCATION CONCEPTS DEVELOPED IN VOCATIONAL HOMEMAKING GENERAL INFORMATION

TO THE STUDENT

This survey will help to identify consumer interests and needs of individuals currently or formerly enrolled in vocational homemaking education classes. For the purpose of this study we have adopted the U.S. Office of Consumers' Education definition of Consumer Education which states:

> the preparation of the individual in the skills, concepts and understandings that are required for everyday living, to achieve, within the framework of his own values, maxium satisfaction and utilization of his resources.

We are especially interested in YOUR opinions in vocational homemaking. Knowing what your interests and needs are as well as what problems you may have as a consumer will be very helpful to teachers who plan future programs that better meet the interests and needs of students.

PART A

Please respond to the following information items by putting a check beside items which apply to you and supplying additional information where it is requested.

ABOUT YOU THE STUDENT

1. Currently enrolled in high school_____ Former Student_____
2. Highest grade level completed. Write year of completion in correct blank.
   _____9 _____10 _____11 _____12 _____Vocational-technical school
   _____College Freshman _____College Soph _____College Jr. _____College Sr.
   _____ BA _____MA _____other (specify) _____
3. Size of community in which you live: _____0-2500 _____2501-6,000 _____6,001-10,000
   _____10,001-30,000 _____30,001-100,000 _____over 100,000
4. Homemaking courses in which you are now enrolled or have taken in the past.
   _____Homemaking I
   _____Homemaking II
   _____Homemaking III
   _____Summer Homemaking
   _____Home & Family Living
   _____Home Furnishings
   _____Home Management
   _____Child Development
   _____Consumer Education
   _____Home Nursing
5. Check the overall grades that you usually make/made.
   _____A to A- (90-100)
   _____B to B- (80-89)
   _____C to C- (70-79)
   _____D and below (69 or below)
6. Employment Status _____Employed _____Not Employed If employed, what is your job description? _____
   _____
   Hours you work per week: _____1-5 _____6-10 _____11-20 _____21-30 _____30-40
7. Sex: _____Male _____Female
8. Marital Status: _____Married _____Single
9. Ethnic Heritage:
   _____American Indian or Native Alaskan
   _____Asia or Pacific Islander
   _____Black, not of Hispanic Origin
   _____Hispanic
   _____White, not of Hispanic Origin

ABOUT YOUR FAMILY

10. Parent's Occupation
    Mother _____
    Father _____

PART B

Directions: On the following pages are consumer education concepts listed according to subject matter areas. Please rate how useful you consider each concept is to you as a consumer. As explained below rate each statement.
PLEASE CIRCLE THE APPROPRIATE NUMBER.

0—not useful
1—of little use
2—of some use
3—useful
4—very useful

	Not useful	Of little use	Of some use	Useful	Very useful
CONSUMER EDUCATION					
1. Decision-making process	0	1	2	3	4
2. Spending plans	0	1	2	3	4
3. Consumer price index	0	1	2	3	4
4. Effects of changes in the economy on consumers	0	1	2	3	4
5. Personal spending habits	0	1	2	3	4
6. Financial security	0	1	2	3	4
7. Banking services	0	1	2	3	4
8. Savings and investment plans	0	1	2	3	4
9. Consumer cooperatives	0	1	2	3	4
10. Cost of credit	0	1	2	3	4
11. Credit abuse	0	1	2	3	4
12. Credit ratings	0	1	2	3	4
13. Important consumer issues now	0	1	2	3	4
14. Important consumer issues in the future	0	1	2	3	4
15. Consumer rights and responsibilities	0	1	2	3	4
16. Consumer legislation	0	1	2	3	4
17. Consumer protection agencies	0	1	2	3	4
18. Registering a consumer complaint	0	1	2	3	4
19. Consumer research organizations	0	1	2	3	4
20. Free enterprise system	0	1	2	3	4
21. Guidelines for buying	0	1	2	3	4
22. Motivation for buying	0	1	2	3	4
23. Standards for goods and services	0	1	2	3	4
24. Comparative shopping to meet standards	0	1	2	3	4
25. Advertising (effects, types, purposes)	0	1	2	3	4
26. Sales practices	0	1	2	3	4
27. Warranties and sales contracts	0	1	2	3	4
28. Professional services (medical, dental, legal)	0	1	2	3	4
29. Family transportation needs	0	1	2	3	4
30. Automotive products and services	0	1	2	3	4
31. Pet supplies and pet care	0	1	2	3	4
32. Insurance	0	1	2	3	4
33. Social Security	0	1	2	3	4
34. International trade	0	1	2	3	4
HOME MANAGEMENT					
1. Personal values	0	1	2	3	4
2. Personal goals	0	1	2	3	4
3. Relationship of goals to values	0	1	2	3	4
4. Standards	0	1	2	3	4
5. Relationship of standards to goals	0	1	2	3	4
6. Resources	0	1	2	3	4
7. Resource conservation	0	1	2	3	4
8. Family use of time to achieve goals	0	1	2	3	4
9. Real family income	0	1	2	3	4
10. Income changes during family life cycle	0	1	2	3	4
11. Family financial problem solving	0	1	2	3	4
12. Wills and estate planning	0	1	2	3	4
13. Retirement plans	0	1	2	3	4
14. Recreation and leisure activities	0	1	2	3	4
15. Contemporary environmental issues	0	1	2	3	4

	Not useful	Of little use	Of some use	Useful	Very useful
16. Family use of fossil fuel energy to achieve goals	0	1	2	3	4
17. Family use of money to achieve goals	0	1	2	3	4
18. Family use of personal energy to achieve goals	0	1	2	3	4
FAMILY LIVING					
1. Effect of personal values on consumer behavior	0	1	2	3	4
2. Priority system of needs and wants	0	1	2	3	4
3. Economic independence from parents/guardians	0	1	2	3	4
4. Cultural influences on family money management	0	1	2	3	4
5. Socioeconomic levels	0	1	2	3	4
6. Consumer needs of older family members	0	1	2	3	4
7. The teenage consumer	0	1	2	3	4
8. Roles of family members in money management	0	1	2	3	4
9. Cost of dating	0	1	2	3	4
10. Cost of entertaining	0	1	2	3	4
11. Family financial problems and stresses	0	1	2	3	4
12. The single adult	0	1	2	3	4
13. Family rights and responsibilities in a spending plan	0	1	2	3	4
14. Two income families	0	1	2	3	4
15. Relationship of changing roles of men and women and spending patterns	0	1	2	3	4
16. Relationship of types of employment to spending patterns	0	1	2	3	4
17. Relationship of money management to marriage success	0	1	2	3	4
18. Community services and organizations that serve families	0	1	2	3	4
19. Wedding expenses	0	1	2	3	4
20. Economic impact of divorce	0	1	2	3	4
21. Funerals and burial expenses	0	1	2	3	4
22. Relationship of world economy to family money management	0	1	2	3	4
HOUSING AND HOME FURNISHINGS					
1. Types of housing for families (single family, apartment, mobil home, duplex, condominium, cooperative)	0	1	2	3	4
2. Relationship of housing to family needs and values	0	1	2	3	4
3. Quality in housing	0	1	2	3	4
4. Cost of housing	0	1	2	3	4
5. Owning or renting	0	1	2	3	4
6. Building a home	0	1	2	3	4
7. Operation and maintenance expenses of a home	0	1	2	3	4
8. Landscaping homesites	0	1	2	3	4
9. Care of outdoor home areas	0	1	2	3	4
10. Renovating and remodeling	0	1	2	3	4
11. Legal aspects of housing (rent contracts, deeds, abstracts, mortgages)	0	1	2	3	4
12. Real estate agents	0	1	2	3	4
13. Types and sources of home loans	0	1	2	3	4
14. Housing as an investment	0	1	2	3	4
15. Homeowners insurance	0	1	2	3	4
16. Real and property taxes	0	1	2	3	4
17. Relationship of immediate and longterm housing needs to family budget	0	1	2	3	4
18. Changes in housing needs during family life cycle	0	1	2	3	4
19. Relationship of two incomes to housing needs and wants	0	1	2	3	4
20. Moving costs	0	1	2	3	4
21. Solar energy	0	1	2	3	4
22. Energy conservation in house design	0	1	2	3	4
23. Floor plans	0	1	2	3	4
24. Kitchen plans	0	1	2	3	4
25. Other work areas (laundry, sewing, hobby)	0	1	2	3	4

	Not useful	Of little use	Of some use	Useful	Very useful
26. Furniture selection	0	1	2	3	4
27. Equipment selection	0	1	2	3	4
28. Tableware	0	1	2	3	4
29. Lighting	0	1	2	3	4
30. Household textiles (draperies, household linens, upholstery fabrics)	0	1	2	3	4
31. Wall and floor coverings	0	1	2	3	4
32. Labor saving equipment	0	1	2	3	4
33. Furniture construction, finish, and renovation	0	1	2	3	4
34. Care of home furnishings (furniture, draperies, carpets, and accessories)	0	1	2	3	4
35. Gaurantees and warranties on household goods	0	1	2	3	4
FOOD AND NUTRITION					
1. Nutritional needs of family members from infancy to old age	0	1	2	3	4
2. Food buying plan	0	1	2	3	4
3. Quality in foods	0	1	2	3	4
4. Food ads and specials	0	1	2	3	4
5. Food additives	0	1	2	3	4
6. Government grades of food	0	1	2	3	4
7. Food budgets	0	1	2	3	4
8. Relationship of family income to menu planning	0	1	2	3	4
9. Relationship of family life style to menu planning	0	1	2	3	4
10. Effect of culture on diet and food selection	0	1	2	3	4
11. Convenience foods	0	1	2	3	4
12. Food fads and fallacies	0	1	2	3	4
13. Nutrition labeling	0	1	2	3	4
14. Open dating of food products	0	1	2	3	4
15. Unit pricing of food products	0	1	2	3	4
16. Fair packaging and labeling legislation	0	1	2	3	4
17. Food co-ops	0	1	2	3	4
18. Meals eaten outside the home	0	1	2	3	4
19. Entertaining	0	1	2	3	4
20. Non-food purchases	0	1	2	3	4
21. Quantity food purchases in food stores	0	1	2	3	4
22. Home food preservation	0	1	2	3	4
23. Food processing and technology	0	1	2	3	4
24. Consumer and food protection agencies	0	1	2	3	4
25. Legislation	0	1	2	3	4
26. Kitchen equipment	0	1	2	3	4
27. Kitchen planning	0	1	2	3	4
28. Service and repair of kitchen equipment	0	1	2	3	4
29. Small appliances	0	1	2	3	4
30. Energy conserving appliances	0	1	2	3	4
31. Energy conservation in food preparation	0	1	2	3	4
32. Community nutritional programs and services	0	1	2	3	4
CLOTHING AND TEXTILES					
1. Clothing selection	0	1	2	3	4
2. Wardrobe planning for personal life, college, or career	0	1	2	3	4
3. Psychological value of clothing	0	1	2	3	4
4. Clothing inventory	0	1	2	3	4
5. Relationship of inventory to clothing purchases	0	1	2	3	4
6. Selecting becoming clothes	0	1	2	3	4
7. Fashion fads	0	1	2	3	4
8. Family clothing needs	0	1	2	3	4
9. Quality construction in ready-made clothes	0	1	2	3	4
10. Advertising	0	1	2	3	4

	Not useful	Of little use	Of some use	Useful	Very useful
11. Impulse buying	0	1	2	3	4
12. Labels	0	1	2	3	4
13. Fabrics and notions	0	1	2	3	4
14. Fabric finishes	0	1	2	3	4
15. Fiber characteristics	0	1	2	3	4
16. Clothing construction equipment	0	1	2	3	4
17. Clothing care	0	1	2	3	4
18. Clothing storage	0	1	2	3	4
19. Recycling of clothing	0	1	2	3	4
20. Relationship of family life cycle to clothing needs	0	1	2	3	4
21. Relationship of income level to clothing selection	0	1	2	3	4
22. Clothing for physically handicapped	0	1	2	3	4
23. Grooming aids	0	1	2	3	4
24. Haircuts and hairstyles	0	1	2	3	4
25. Consumer protection	0	1	2	3	4
26. Federal legislation	0	1	2	3	4
27. Registering a consumer complaint	0	1	2	3	4
28. Returning clothing purchases	0	1	2	3	4
29. Charge accounts and charge cards	0	1	2	3	4
CHILD DEVELOPMENT					
1. Responsibilities of parenting	0	1	2	3	4
2. Pre-natal and post-natal care of mother and infant	0	1	2	3	4
3. Costs of rearing children—food, clothing, housing, education, recreation, medical care	0	1	2	3	4
4. Infant and child nutrition	0	1	2	3	4
5. Selection of children's clothing	0	1	2	3	4
6. Care of children's clothing	0	1	2	3	4
7. Housing needs of children	0	1	2	3	4
8. Toys and play equipment	0	1	2	3	4
9. Cultural enrichment (music, art, theater)	0	1	2	3	4
10. Children with special needs—gifted and handicapped (physically, emotionally, mentally)	0	1	2	3	4
11. Private child care services	0	1	2	3	4
12. Pre-schools	0	1	2	3	4
13. Day Care centers	0	1	2	3	4
14. Routine medical care	0	1	2	3	4
15. Emergency medical treatment	0	1	2	3	4
16. Employed mothers	0	1	2	3	4
17. Public assistance programs	0	1	2	3	4
18. Savings program for children	0	1	2	3	4

In the space below, list any additional consumer education concepts in any area which you consider useful that were not included in the questionnaire.